

**A DESCRIPTIVE STUDY OF SPEAKING TEACHING-LEARNING
PROCESS AT THE ELEVENTH GRADE STUDENTS OF *KULIYYATUL
MU'ALLIMAT AL-ISLAMIYYAH (KMI)* IN MA TA'MIRUL ISLAM
SURAKARTA ACADEMIC YEAR 2015/2016**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana* in English Education



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RATIFICATION

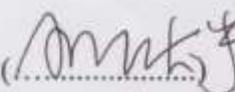
This is to certify the *Sarjana* thesis entitled "A Descriptive Study of Speaking Teaching-Learning Process at The Eleventh Grade Students of Kuliyyatul Mu'allimat Al-Islamiyyah (KMI) in MA Ta'mirul Islam Surakarta Academic Year 2015/2016" by Iftikhatun Nashiroh has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education.

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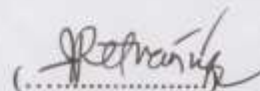
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DEDICATION

This thesis is dedicated to:

1. My beloved father and mother, who give affection, love and support,
2. My beloved sisters and brothers,
3. My dearest friends, and
4. All the readers.

MOTTO

“But lo! With hardship goeth ease, (5) Lo! With hardship goeth ease; (6)”

(Asy-Syarh, verse: 5-6)

“The greatest accomplishment is not in ever falling, but in rising again after you fall”

(Vince Lombardi)

“The mediocre teacher tells, the good teacher explains, the superior teacher demonstrate, the great teacher inspires”

(William Arthur)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**A Descriptive Study of Speaking Teaching-Learning Process at The Eleventh Grade Students of *Kuliyyatul Mu’allimat Al-Islamiyyah (KMI)* in MA Ta’mirul Islam Surakarta Academic Year 2015/2016**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, January 2017

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, January 2017

The Researcher,

Iftikhatun Nashiroh

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ABSTRACT

Iftikhatun Nashiroh. 2017. *A Descriptive Study of Speaking Teaching-Learning Process at The Eleventh Grade Students of **Kuliyatul Mu'allimat Al-Islamiyyah (KMI)** in MA Ta'mirul Islam Surakarta Academic Year 2015/2016*. Thesis. English Education Department, Islamic Education and Teacher Training Faculty. IAIN Surakarta.

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Key Words : Speaking Teaching-Learning Process, ***Kuliyatul Mu'allimat Al-Islamiyyah (KMI)***

The problems of the research are the implementation of speaking teaching-learning process and the factors that support the speaking teaching-learning process at the eleventh grade students of ***Kuliyatul Mu'allimat Al-Islamiyyah (KMI)*** in MA Ta'mirul Islam Surakarta Academic Year 2015/2016. The research subject is the eleventh grade students of ***Kuliyatul Mu'allimat Al-Islamiyyah (KMI)*** in MA Ta'mirul Islam Surakarta academic year 2015/2016. The objectives of the research are to describe the implementation of speaking teaching-learning process and to describe the factors that support the speaking teaching-learning process at the eleventh grade students of ***Kuliyatul Mu'allimat Al-Islamiyyah (KMI)*** in MA Ta'mirul Islam Surakarta Academic Year 2015/2016.

The research was descriptive qualitative research. The research was conducted MA Ta'mirul Islam Surakarta, which is located at Jl. KH. Samanhudi No.03 Tegalsari, Laweyan, Surakarta, Jawa Tengah. The respondents refer to the English teacher and the students of the eleventh grade students of ***Kuliyatul Mu'allimat Al-Islamiyyah (KMI)*** in MA Ta'mirul Islam Surakarta. The data was collected by using observation, interview and documentation. The techniques of analyzing the data are reducing the data, presenting the data and drawing the conclusion. The researcher used the triangulation technique to show the trustworthiness of the data.

The results of this research show: 1) The teacher taught the students communicatively. The teacher also taught the students systematically, she implemented the right steps in teaching the material, they are opening, main activity, and closing. In addition, the teacher cares to the students, so that the students are motivated to increase their speaking skill. The students are also mostly active during the teaching-learning process. 2) The researcher also finds some factors that contribute the speaking teaching-learning process in Ta'mirul Islam Boarding School. They are the students' English speaking habits, whether in the dormitory or in the school, the teachers' care, there are some students who have good English skill, the memorization method and the communicative teaching-learning process.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language has big role in the communication process. Language is one of the human basic needs and it cannot be separated from their life. As social creatures, people need language to communicate and interact with the other to fulfill their needs. People create language by forming words which have meaning and can be understood to all people. People can express their ideas, share information and feelings directly or indirectly, in a form of spoken or written by using language.

As one of language in the world being spoken in many countries, English is considered and applied as international language. English is important to be learned, because there are many aspects which need English proficiency. For the instance, in the administration, education, business, commercial, and it might be in the governance.

Carter V. Good (in John Dewey, 1978) stated that education is the process of the development of one's skills in the form of attitudes and behaviors that prevail in society. People can make or change their lives better by getting education it can be proved by comparing two persons who have different background of education. Persons who have good education will pass through of his life well because he can think better and do not be easy to fail.

One of place to get education is in school. Every school will try to give education for their students well. Basically, education can be said as a communication process, a process of teaching learning. Sadiman (2003:11) stated that teaching learning process is a process of transferring messages from the message sources by using media to message receiver.

English has a wide contribution to educational field, because it is like the key of the knowledge and science. Nowadays in Indonesia, English becomes important language beside Indonesian language, especially in education aspect. English also becomes one of requirements to secure good job in institution or government.

Based on the importance of English, the students are required to master four English skills. Four English skills are listening, speaking, reading, and writing. According to Harmer (1998:68), listening and reading involve receiving messages. Therefore, they are often referred to as receptive skills. On the other hand, speaking and writing involve language production and are therefore often referred to as productive skills. The four skills are frequently used at the same time. Sometimes, speaking and listening happen simultaneously and people may well read and write at the same time when they make notes or something based on what they are reading. Therefore, some experts believe that four communicative skills above are taught effectively if they are integrated.

The research is mainly focused on speaking skill. Speaking becomes one of the important skills in the education program. For most students, the most

difficult part when they learn a foreign language is learning speaking. However, as stated in Tarigan (1987:15), speaking becomes an essential skill in learning language because speaking can deliver ideas, suggestion or expresses their feeling directly and effectively. Consequently, the students are expected to master speaking skill.

English speaking skill is essential to be able to participate in the wider world of work in an international relationship. Speaking skill is closely a part of daily activities, because speaking skill is integral part of being a human being. It means that speaking is the ability to say something or anything, and has multiple functions. Therefore speaking can give value what language as an instrument to be used rather than as knowledge to be stored away.

Using English for speaking skill is complicated rather than simple way, because the speaker should master several important elements such as pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, the teacher should be creative in teaching-learning process to create good atmosphere, improve the students speaking competence and self confident, give attention to the element of speaking skill, and make the English lesson more exciting and enjoying.

The educational institutions also take an important role to contribute well-educated graduation. In order to face the advancement in the globalization era, Indonesian government put English as a compulsory subject in the curriculum. Accordingly, English is taught broadly at formal or informal

educational institutions. In formal school it is taught from the elementary school up to the university.

One of the educational institutions which implement education is in Ta'mirul Islam Surakarta. Ta'mirul Islam Surakarta has A accreditation. There are many programs in Ta'mirul Islam Surakarta to improve education in Indonesia. They are *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)*, *Takhosus*, *Tahfidzul Qur'an*, *Ma'had Aly*, *Manasik Haji*, *KB & TK*.

In this research the researcher only focused on *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta. *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* is education level which is equal to Senior High School (SK. Mendiknas No.240/C/KEP/mn/2003). It is a bilingual boarding school in which the students in this school have to use English and Arabic in their daily conversation. This school also has good quality of education and also graduation. Many graduates have a good achievement in their university. Moreover, there are many graduates to follow the students' exchange to another abroad university. Those prove that *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* has a good quality of education, especially in the language teaching-learning including English teaching speaking.

Therefore, the researcher is interested in observing and revealing how the English teacher in MA Ta'mirul Islam Surakarta guides the students to improve their English proficiency. MA Ta'mirul Islam Surakarta emphasizes the speaking skill more than the other skills for the eleventh grade students.

Therefore, the English teaching-learning activity is mostly for speaking teaching-learning.

Related to the explanation above, the researcher wants to carry out the research about speaking teaching-learning process at the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta. Therefore the title of this academic paper is *A Descriptive Study of Speaking Teaching-Learning Process at the Eleventh Grade Students of Kuliyyatul Mu'allimat Al-Islamiyyah (KMI) in MA Ta'mirul Islam Surakarta Academic Year 2015/2016.*

B. Identification of the Problem

Based on the research background above, the researcher identifies problems as follows:

1. The implementation of speaking teaching-learning process at the Eleventh Grade Students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016.
2. The factors that support the speaking teaching-learning process at the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016.
3. The teaching speaking techniques are used by the English teacher at the Eleventh Grade Students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016.

4. The achievement of teaching-learning process in speaking class for the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016.

C. Limitation of the Problem

In this research, the researcher makes a limitation of the problem, in other hand to avoid the research of being too large in scope. This research focuses on the speaking teaching-learning process at the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016.

D. Statement of the Problem

1. How is the implementation of speaking teaching-learning process at the Eleventh Grade Students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016?
2. What are the factors that support the speaking teaching-learning process at the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016?

E. Objectives of the Study

1. To describe the implementation of speaking teaching-learning process at the Eleventh Grade Students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016.
2. To describe the factors that supports the speaking teaching-learning process at the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016.

F. The Benefit of the Study

1. Theoretical benefit

The research is expected that it will be useful to conduct the other researchers on the similar problem. The result of the research is able to generally provide contributions for the implementation of speaking teaching-learning process at the Eleventh Grade Students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016.

2. Practical benefit

a. For researcher

Giving a useful description for any further researcher who wants to study the same case, hopefully this study becomes a helpful source of information and reference.

b. For the teacher

The result of the research can be used as additional information in teaching learning in the class. Furthermore, by knowing the result of the research, the teacher may maximize the teaching learning techniques for managing the class and minimize the impeding factor for managing the class, especially in teaching learning of speaking.

c. For the school

Hopefully, the result of the research can improve the students' achievement in speaking class of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016.

d. For the reader

Hopefully, they will get some knowledge about the teaching speaking techniques in teaching learning process.

G. Definition of the Key Term

The explanations of the term in the context of this research are intended to understand the purpose of the title as well as directed to avoid misunderstanding in the interpretation of the title in this research. The researcher feels the need to express the meaning and intent of the words in the title as well as providing terms limits in order to be understood concretely and more operational. The key term is clarified accorded to this title “A Descriptive Study of Speaking Teaching-Learning Process at the Eleventh Grade Students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016. The explanations of these terms are:

1. Speaking

Underwood (1996:59) states that speaking is a creative process where speaker are almost always in the position of formulating what they are saying as a result of the behavior of their listeners as a result of added thoughts of their own.

2. Teaching

Brown (2000:7) stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

3. Learning

Learning: gain knowledge or skill in a subject or activity. (Oxford Learners Pocket Dictionary)

4. Process

Process: series of things that are done in order to achieve something. (Oxford Learners Pocket Dictionary)

5. Teaching-Learning Process

Teaching-learning process is actions necessary to accomplish a goal in education. (The Teaching-Learning Process)

6. *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)*

According to SK. Mendiknas No.240/C/KEP/mn/2003, *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* is equal to Senior High School.

7. MA Ta'mirul Islam

This research takes place at MA Ta'mirul Islam Surakarta. It is located at Jl. Kh. Samanhudi No.03 Tegalsari Bumi Laweyan Surakarta.

CHAPTER II

THE THEORETICAL REVIEW

This chapter focuses on the discussion of some theories which is related to the problem of the research in first chapter. It is used to get the certain description about “A Descriptive Study of Speaking Teaching-Learning Process at the Eleventh Grade Students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta Academic Year 2015/2016”. The researcher discusses some terms which are stated in this section. The reviews of the related literature are The Theories of Speaking, The Theories of Teaching, The Theories of Learning, The Theories of Teaching-Learning Process, and The Previous Study.

A. The Theories of Speaking

1. The Definition of Speaking

Brown (1994:140) stated that English has two types of skills, namely receptive skills and productive skills. Receptive skills consist of reading skills and listening skills even though productive skills consist of writing and speaking skills. Receptive skill is a skill in English where the students got the materials from the teacher and other sources. The different meaning from receptive skill, productive skill is a skill in English where the students can produce and develop the materials from their mind. The students can create and develop the materials from the other sources except the material which is given the teacher. The researcher will explain one skill of productive skill and it is speaking.

According to Bailey (2005:7) that speaking is the production skill that consists of producing systematic verbal utterances to convey meaning. Nunan (1998:26) speaking is as a process consisting of short, often fragmentary utterances in a range of pronunciation. Underwood (1996:59) states that speaking is a creative process where speaker are almost always in the position of formulating what they are saying as a result of the behavior of their listeners as a result of added thoughts of their own.

Based on those opinions, the researcher concludes that speaking is the production of oral words to communicate with oral language. It can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words in order to inform, persuade, and entertain that can be learnt by using learning technique.

2. Skills of Speaking

According to Brown (1994:142-143) stated that macro and micro skills are the foundation to master speaking fluently. The macro skills imply the speaker's focus on the larger elements for example: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. However, the micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collections, and phrasal units.

The macro and micro skills total roughly 15 different objectives to assess of speaking. The 15 objectives are explained below:

a. Macro skills of speaking

As we know, macro and micro skills also can be called as external skill. Macro skill is viewed common aspect in speaking. Macro skills surround:

- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.
- 2) Use appropriate styles, register, implicative, redundancies, pragmatic conventions, conversation rules, floor keeping, and yielding, interrupting, and other sociolinguistic features in face to face conversations.
- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas. Events and feelings, new information and given information, generalization and exemplification.
- 4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

b. Micro skills of speaking

Beside macro skills, Brown (1994: 142-143) also stated that micro skills are second skill that should be understood by speaker and

researcher. Micro skills also can be called as internal skill because they have 10 objectives aspects that explain how to produce sounds by the internal. Micro skills are viewed specific aspect in speaking. Micro skills surround:

- 1) Produce differences among English phonemes and allophone.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words).
- 6) Monitor one's own oral production and use various strategic devices pauses, filters, self-corrections, backtracking-to enhance to clarify of the message.
- 7) Use grammatical word classes (nouns, verbs act), system (e.g. tense, agreement, and pluralization), word order, pattern, rules and elliptical forms.
- 8) Produce speech in natural constituents, in appropriate phrases, pause groups, breath groups, and sentence constituents.
- 9) Express a particular meaning in different grammatical form.
- 10) Use cohesive devices in spoken discourse.

Thus 15 objectives in macro and micro skill are the important aspect should be mastered if someone wants to be a good speaker.

3. Types and Elements of Speaking

a. Types of speaking

Speaking skill facilitates the learners to help for producing oral words. Beside of skill of speaking, a good speaker must know the types and elements of speaking. Brown (2001) stated that speaking skill have two types, namely monologue and dialogue. Monologue is a conversation which is practiced without partner. The example of monologue is speech and it shows when someone said, the audience didn't answer, comment to the speaker. Monologue also can be classified into two parts and they are planed monologue and unplanned monologue. Meanwhile the second type of speaking is dialogue. Dialogue is a conversation between two people and there is communication between the speaker and the audience. The example of dialogue is debate.

b. Elements of speaking

Jeremy Harmer (2003:269) states the ability to speak English presupposes the elements necessary for spoken production, as follows:

- 1) Language features; the elements necessary for spoken production, are the following:

a) Connected speech

In connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). It is for the reason that

teacher should involve students in activities designed specifically to improve their connected speech.

b) Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances; vary volume and speed; and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings.

c) Lexis and grammar

Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock or approval.

d) Negotiation language

Effective speaking benefits from the negotiations language, we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

2) Mental/social processing: success of speaking productivity is also dependent upon the rapid processing skills that talking necessitates:

a) Language processing

Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b) Interacting with others

Effective speaking also involves a good deal of listening, understanding of how the other, participants are feeling and knowledge of how linguistically to take turns or allow others to do so.

c) (On the spot) information processing

Quite apart from our response to other's feeling, we also need to be able to process the information they tell us the moment we get it.

4. Component of Speaking Ability

According to Syakur (1987:5), speaking is a complex skill because at least it is concerned with the components of pronunciation, grammar, vocabulary, and fluency.

a. Pronunciation

Pronunciation is the students' way to utters English well. Besides, pronunciation is one of the difficult language components of a grammar made up of the elements or principle to determine how sound vary and pattern in a language.

b. Grammar

Grammar concerns with how to arrange a correct sentences in conversation. It is in line with explanation given by Lewis and Hills (1997:82) that it can develop the ability to understand and response quickly, and the ability to articulate. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

Vocabulary means the appropriate diction which is use in conversation. Without having a sufficient vocabulary one cannot communicative effectively or express ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teacher, therefore, should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

d. Fluency

It can be defined as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means able to keep the language coming.

The researcher can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

5. Problems in Speaking

According to Ur (1996:121), there are some problems faced by the learners in speaking activities. Those problems can be explained as follows:

a. Inhibition

Unlike reading, writing and listening activities speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such' as worried about mistakes, fearful of criticism, or shy of the attention to their speech attracts.

b. The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only little time to talk. This problem is compounded by the tendency of some learner to dominate, while others speak very little or not at all.

d. The use of mother tongue

In number of classes, the learners share the same mother tongue. They may tend to use it because of some reason. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in foreign language. The last, they feel less “exposed” if they are speaking their

mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

6. The Difficulties in Speaking

According to Brown (2001:270), there are eight difficulties in speaking. They are:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Contractions, elision, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial can sometimes develop a stilted, bookish quality of speaking that in turn stigmatized them.

d. Performance variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “filers” such as *uh*,

um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of language is in their hesitation phenomena.

e. Colloquial language

Make sure the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

This is the most importance characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation pattern convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component; the creativity of conversational negotiation.

From the explanation above, the researcher concludes that speaking is very difficult because there are some things paid attentions and be mastered by the speaker. The speaker is not only speaking without contents but also he or she must be able to make the audience interested and understand what he or she says. The speaker also has to have good

pronunciation so the message from the speaker can be known by the listener.

7. The Assessment of Speaking Skill.

According to Brown (1994), there are six categories of speaking assessment tasks. They are:

- a. Imitative. One of types of speaking performance the ability to imitate a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, lexical and grammatical properties of language may be included in the criterion performance. It is not important whether the test-taker can understand the meaning or not.
- b. Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence, and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.
- c. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

- d. Interactive. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction can take two forms of transactional language, which has the purposes of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.
- e. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks. But if informal monologues, it cannot be ruled out such as casually delivered speech (for example, my vacation in the mountains).

B. The Theories of Teaching

1. The Definition of Teaching

According to Brown (2000:7) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means that teaching provides assistance and facilities to the students in order to the students can learn well. Therefore Holkes at al (in Richard Freeman, 1996:242) said that teaching is cognitive as well as a

behavioral activity and that teacher's theories and beliefs about teaching, teacher and learners guide their practical of knowledge classroom action. It means that teaching is transfer process of knowledge from teacher to the students. Teacher must know about the activity and the behavior of the students.

For the statement above, it can be concluded that teaching provide assistance and facilities to the students to transfer knowledge from teacher to the students.

2. The Elements of Teaching

Teaching has 3 elements. The teaching elements are learners, teachers and materials. According to Edge (2001:9), in teaching any kinds of elements, such as:

a. Learners

All learners are same. They have everything whose is possessed somebody else, such as intelligences, emotional, a place to live and everything else that goes with being a human being including the ability to speak at least one language. Among learners to the others, they are different. It can be caused by their background, educational, social and cultural, where they live. So it is most important aspect in their learning process.

Some learners are more successful than others. These characteristics are typical of good language learners, although no learners would have them all.

- 2) They have a positive attitude about the language they want to learn and about speakers of that language.
- 3) They have a strong personal motivation to learn the language.
- 4) They are confident that they will be successful learners.
- 5) They are prepared to risk making mistakes and they learn from the mistakes that they make.
- 6) They like to learn about the language.
- 7) They organize their own practice of the language.
- 8) They find ways to say things that they do not know how to express correctly.
- 9) They get into situations where the language is being used and they use the language as often as they can.
- 10) They work directly in the language rather than translate from their first language.
- 11) They think about their strategies for learning and remembering and they consciously try out new strategies.

b. Teachers

Teacher is a main actor in success or not to transfer of knowledge in teaching learning to the students. They must have wide knowledge, good idea, etc. So, they do not errors when give explanation about materials to their students, once mistake can make the students are misunderstanding. The teacher is the most powerful in the classroom. There are many ways for the teacher to use that power, these are as follows:

1) Organization

The learners have purpose in their activity in the classroom, which they are learning in the classroom to get knowledge. In the other word, the learners feel confidence in their teaching learning process. In this case learners have a structure which exactly in their learning.

2) Security

The learners must give one condition which safe and comfort to the students. So, the condition in the classroom will be conducive without students feel afraid or noisy in their learning.

3) Motivation

Learners will be success if they are given a motivation when they learn. The teacher should give motivation to their students if they faced difficulties or problem in their assignment.

4) Instruction

Learners need to be told new things, and told how to do new things.

5) Modeling

Learners need to be shown new things, and shown how to do new things.

6) Guidance

Learners need a helping hand to discover new things and to practice new skills.

7) Information

Learners need sources of extra information about what they are learning, which they can call on as required.

8) Feedback

Learners need to know how close they are getting to their targets.

9) Encouragement

Learners need to feel that the language is developing inside them, even if what they are producing at the moment seems unlike Standard English.

10) Evaluation

Learners need to know the result of their study. So, motivate instruction, model, guidance, information, give feedback, encourage and evaluate.

c. Materials

According to Edge (2001:43), states that “Materials are used to support learning and teaching. Materials exist in order to support learning and teaching, so they should be designed to suit the people and the process involved. The materials must be variety, it should be managed will based on the students needs, so the teacher must be creative to choose which the material is good for their students.”

Based on the statements above, it can be concluded that elements of teaching (learner, teacher, and materials) are important to support teaching and learning process.

C. The Theories of Learning

Kolb (1984:38) argued that defining learning in terms of the change in behavior is limiting and it poorly characterizes the learning process. Kolb defined learning as a human adaptation process. “It is a process whereby knowledge is created through the transformation of experience”. He cited Lewin’s (1951) work as the empirical evidence for supporting a learning cycle theory that begins with the experiences of the learner. Lewin’s formula for learning describes human behavior as a function of a person and the environment. Learning takes place, according to Lewin, when a learner (person) interacts with, or is stimulated by, an environment. Others adopt the same ‘human adaptation process’ explanation for learning, but cast it in different ways.

From the some theories above, the researcher concludes that learning is the process of adaptation and interaction to get the knowledge and experience in the environment by human.

D. The Theories of Teaching-Learning Process

1. The Definition of Teaching-Learning Process

According to Oxford dictionary, teaching means “give lesson to somebody, give somebody knowledge or skill.” Sudjana (1998) stated that “*pengajaran adalah operasionalisasi dari kurikulum atau Garis Besar Program Pengajaran. Pengajaran di sekolah terjadi apabila terdapat interaksi antara siswa dengan lingkungan belajar yang diatur oleh guru untuk mencapai tujuan pengajaran.*” It can be concluded that

teaching is an interaction process that the teacher gives knowledge to the students to reach the goals of teaching.

According to Oxford Dictionary, learning means “the acquisition of knowledge or skills through study, experience, or being taught”. It can be concluded that teaching learning process is an interaction process that the teacher gives knowledge to the students, while the students acquire their knowledge through being taught by the teacher.

2. The Components of Teaching-Learning Process

The process of teaching- learning is not happened without exact systematization and accurate arrangement. The systematization is necessary especially in determining the components that should be in the teaching-learning process. When arrangement is aimed to establish the interrelating components in order to carry out the effective learning.

According to Sudjana (1998:30), the prominent components of teaching learning process are:

- 1) The objectives of teaching-learning process.
- 2) The material of teaching
- 3) The methods and medias of teaching
- 4) The evaluation and assessment of teaching-learning process

The objectives of the teaching-learning process should be firstly arranged in the process of teaching-learning as the indicator of the teaching success. Those are the formula of behavior and ability that should be achieved by the students after they finished the learning activity

in the teaching-learning process. The objectives of the teaching-learning process contain the expected output of the teaching-learning process.

Based on the explicit objectives, the material of the teaching learning process can be determined. The material is expected to contribute the objectives of the teaching-learning which should be reached by the students.

The methods and the instruments used in the teaching learning process are picked out based on the objectives of the teaching-learning process. Their function is as the medium of the teaching material to its objectives. The methods and the instruments should be efficient and effective.

The assessment and evaluation process play the important role to judge whether the teaching-learning process succeeds or not. They are used to measure the attainment of the objectives.

In conclusion, the four components interrelate and influence each other. The effective teaching learning which have the optimal output, absolutely have the all right coordinating the principle components of teaching-learning process.

3. The Procedures of Teaching Learning Process

According to Sudjana (1998: 147-152), generally, there are three main principal in teaching strategies, there are pre-instructional, instructional and follow-up phase.

The pre-instructional is the phase which should be done by a teacher when he starts the teaching-learning process. some activities are:

a) the teacher checks the students' attendance, b) the teacher review the last material and asks the students the questions which related to the last material, c) the teacher gives chance to the students to ask about the last material that they do not understand yet, d) observe the students' knowledge by asking about the new material.

The instructional phase is the core phase. It is when the teacher explains the new material that arranged by the teacher before the lesson. Generally, it can be identified as: a) the teacher explains the objectives of the teaching that should be reached by the students, in order to the students understand what should they reach through the lesson, b) the teacher writes the main topic of the material which will be given, it can be sorted from the textbook which is appropriate to the syllabus and the objectives of the teaching, c) the teacher discusses the main topic which written before. The discussion can be deductive or inductive, d) the teacher gives the concrete example for every sub topic. The teacher must involve the students during the teaching process by asking question related to the topic, e) the teacher should reply the explanation, when he gets the students do not understand the material yet, f) the teacher may use the teaching instruments during explaining the material, such model, pictures, slides, and so on, g) finally, the teacher concludes the discussion from the main topic. It will be better, if the teacher writes the conclusion on the blackboard.

The last phase is the assessment and evaluation. It functions to measure the success of the instructional phase. The activities of this phase

are: a) the teacher asks the students about the new topic which explained by the teacher. It can be written or oral, b) when the students mostly cannot answer the question, it shows that they do not understand yet about the material, so that the teacher should reply the explanation, c) the teacher gives the homework to the students to enrich the students' knowledge, d) before the teacher ends the lesson, he informs the students about the new topic, in order to they study it firstly before the explanation.

4. The Technique Used in English Teaching-Learning Process

a. The Definition of Technique

Fauziati (2009:16) stated that technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Anthony (1963:96) stated that technique must be consistent with a method, and therefore in harmony with an approach as well. Thus, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning.

According to Richards and Rodgers (1993:26) there are three dimensions to a method at the level of procedures. "First, the use of teaching activities (drills, dialogues, information gap) to present new language; second, the ways in which particular teaching activities are

used for practicing language; and third, the procedures and techniques used in giving feedback to learners concerning the form or content of their utterances or sentences.”

In response to Anthony’s conceptualization, Richards and Rogers (1987:146) have proposed a modification to the conceptualization by using method as an umbrella term for the specification as interrelation of theory and practice. They modify Anthony’s terminology and propose the terms approach, design, and procedure. Their three terms are used to label three interrelated elements of organization upon which language teaching practices are founded.

They defined approach as “assumptions, beliefs and theories about the nature of language and the nature of language learning which operate as axiomatic contrasts or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom” (Richards and Rogers, 1978:146). The second level in the system is design. It “specifies the relationship between theories of language and theories of learning to both the form and function of instructional materials and activities in instructional setting” (Richards and Rodgers, 1987:146). The third level in the system is procedure. It “comprises the classroom techniques and practices which are consequences of particular approaches and designs” (Anthony, 1986:146). These three level-approaches, design, and procedure form an interdependent system. The ideal

methodological development proceeds from approach to design, to procedure.

Relevant to the above description on approach, method, and technique, Celce-Murcia (2004:9) gives her summary stating that a technique is a very specific type of learning activity used in one or more methods.

b. The Terms of Technique

Brown (2007:180) stated that the terms of technique consist of:

- 1) Task. Task usually refers to a specialized form of technique or series of techniques closely allied with communicative curricula, and as such must minimally have communicative goals. It is focuses on the authentic use of language for meaningful communicative purpose beyond the language classroom.
- 2) Activity. Activity may refer to virtually anything that learners do in the classroom.
- 3) Procedure. Richards and Rodgers (2001:26) used the term procedure to encompass “the actual moment- to-moment techniques, practices, and behavior that operate in teaching a language according to a particular method.”
- 4) Practice, behavior, exercise, strategy in the language-teaching literature, these terms, and perhaps some others, all appear to refer, in varying degrees of intensity, to what is defined as technique.

- 5) Technique. Even before Anthony (1963) discussed and defined the term, the language teaching literature generally accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom.

c. The Kinds of Teaching Technique

Crookes and Chaudron (1991:52-54) divided kinds of teaching technique into three parts. The kinds of teaching technique are as follows.

- 1) Controlled Technique
 - a) Warm-up: Mimes, dance, songs, jokes, play. This activity gets the students stimulated, relaxed, motivated, attentive, or otherwise engage and ready for the lesson. It does not necessarily involve use of the target language.
 - b) Setting: Focusing on lesson topic. Teacher directs attention to the topic by verbal or nonverbal evocation of the context relevant to the lesson by questioning or miming or picture presentation, possibly by tape recording of situations and people.
 - c) Organizational: Structuring of lesson or class activities includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, etc.

- d) Content Explanation: Grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspect of language.
- e) Role-play demonstration: Selected students or teacher illustrate the procedure(s) to be applied in the lesson segment to follow. Includes brief illustration of language or other content to be incorporated.
- f) Dialogue/Narrative presentation: Reading or listening passage presented for passive reception. No implication of student production or other identification of specific target forms or functions (students may be asked to “understand”).
- g) Dialogue/Narrative recitation: Reciting a previously known or prepared text, either in unison or individually.
- h) Reading aloud: Reading directly from a given text.
- i) Checking: Teacher either circulating or guiding the correction of students’ work, providing feedback as an activity rather than within another activity.
- j) Question-answer display: Activity involving prompting of students responses by means of display questions (i.e. teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response). Distinguished from referential questions by the likelihood of the questioner’s knowledge of the response and the speaker’s awareness of that fact.

- k) Drill: Typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations. Typically with little meaning attached.
- l) Translation: Student or teacher provision of L1 or L2 translation of given text.
- m) Dictation: Student writing down orally presented text.
- n) Copying: Student writing down text presented visually.
- o) Identification: Student picking out and producing/labeling or otherwise identifying a specific target form, function, definition, or other lesson-related item.
- p) Recognition: Student identifying forms, as in identification (i.e., checking off items, drawing symbols, rearranging pictures), but without a verbal responses.
- q) Review: Teacher-led review of previous week/month/or other period as a formal summary and type of test of student recall performance.
- r) Testing: Formal testing procedures to evaluate student progress.
- s) Meaningful drill: Drill activity involving responses with meaningful choices, as in reference to different information. Distinguished from information exchange by the regulated sequence and general form of responses.

2) Semi-Controlled Technique

- a) Brainstorming: A form of preparation for the lesson, like Setting, which involves free, undirected contributions by the students and teacher on a given topic, to generate multiple associations without linking them; no explicit analysis or interpretation by the teacher.
- b) Storytelling (especially when student-generated): Not necessarily lesson-based, a lengthy presentation of story by teacher or student (may overlap with Warm-up or Narrative recitation), May be used to maintain attention, motivate, or as lengthy practice.
- c) Question-answer, referential: Activity involving prompting of responses by means of referential questions (i.e., the questioner does not know beforehand the responses information). Distinguished from Question-answer, display.
- d) Cued narrative/Dialogue: Student production of narrative or dialogue following cues from miming, cue cards, pictures, or other stimuli related to narrative/dialogue (e.g., metalanguage requesting functional acts).
- e) Information transfer: Application from one mode (e.g., visual) to another (e.g., writing), which involves some transformation of the information (e.g., student fills out diagram while listening to description). Distinguished from Identification in

that the student is expected to transform and reinterpret the language or information.

- f) Information exchange: Task involving two-way communication as in information-gap exercise, when one or both parties (or a larger group) must share information to achieve some goal. Distinguished from Question-answer, referential in that sharing of information is critical for the task.
- g) Wrap-up: Brief teacher- or student-produced summary of point and/or items that have been practiced or learned.
- h) Narration/Exposition: Presentation of a story or explanation derived from prior stimuli. Distinguished from Cued narrative because of lack of immediate stimulus.
- i) Preparation: Student study, silent reading, pair planning and rehearsing, preparing for later activity. Usually a student-directed or –oriented project.

3) Free Technique

- a) Role play: Relatively free acting out of specified roles and functions. Distinguished from Cued dialogues by the fact that cueing is provided only minimally at the beginning, and not during the activity.
- b) Games: Various kinds of language game activity not like other previously defined activities (e.g., board and dice games making words).

- c) Report: Report of student-prepared exposition on books, experiences, project work, without immediate stimulus, and elaborated on according to student interests. Akin to Composition in writing mode.
- d) Problem solving: Activity involving specified problem and limitations of means to resolve it; requires cooperation on part of participants in small or large group.
- e) Drama: Planned dramatic rendition of play, skit, story, etc.
- f) Simulation: Activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences.
- g) Interview: A student is directed to get information from another student or students.
- h) Discussion: Debate or other form of grouped discussion of specified topic, with or without specified sides/positions prearranged.
- i) Composition: As in Report (verbal), written development of ideas, story, or other exposition.
- j) A propos: Conversation or other socially oriented interaction/speech by teacher, students, or even visitors, on general real-life topics. Typically authentic and genuine.

d. The Definition of Teaching Speaking Technique

Brown (2000:7) stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for

learning. Underwood (1996:59) states that speaking is a creative process where speaker are almost always in the position of formulating what they are saying as a result of the behavior of their listeners as a result of added thoughts of their own. Fauziati (2009:16) stated that technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective.

Relevant to the above description on teaching, speaking, and technique, Millrood (2015) gives his summary stating that teaching speaking technique is a replicable learning activity organized by the teacher with the intended purpose of the lesson and according to the principles of communicative-oriented teaching method. This definition shows that a technique always corresponds to one of the objectives of the lesson, allowing the teacher and the learners to resolve a certain task of language instruction.

E. Curriculum of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta

Kuliyyatul Mu'allimat Al-Islamiyyah (KMI) in MA Ta'mirul Islam Surakarta has the same curriculum as Gontor Darussalam Islamic Boarding School. It is a bilingual boarding school in which the students in this boarding have to use English and Arabic in their daily conversation.

Kuliyyatul Mu'allimat Al-Islamiyyah (KMI) in MA Ta'mirul Islam Surakarta uses bilingualism in their teaching-learning of foreign language. It

aims to establish a good environment in practicing the foreign language orally in their daily conversation and also to increase the students' language skill. The students in *Kuliyyatul Mu'allimat Al-Islamiyyah* (KMI) in MA Ta'mirul Islam Surakarta have to speak English and Arabic along 24 hours. In order to from the good language proficiency, they are given vocabularies everyday then they ought to use those vocabularies in their daily conversation.

F. The Previous Study

To prove the originality of this research, the researcher uses the previous research related to the teaching speaking strategy. The first is from Dwi Nurul Fajariyah "*Improving Students' Speaking Proficiency Using Games (A Classroom Action Research to the Eight Grade Students' of SMPN 02 Baki Sukoharjo in 2008/2009 Academic Year)*". The researcher was a student of Teacher Training and Education Faculty, Sebelas Maret University.

This action research study is designed to improve students' speaking proficiency by implementing games. The aims of this research are 1) to describe whether or not and to what extent games improve speaking proficiency; 2) to identify the situation when games are implemented in the speaking class.

The research finding shows that students' speaking proficiency improved in the term of ability in: 1) answering the teacher's questions orally; 2) identifying the words and grammar used in the expression; 3) making sentences using appropriate grammar and vocabulary; 4) expressing their idea. Besides, the classroom situation is also more alive in terms of the students'

activeness in: 1) joining the activities; 2) asking the teacher about their difficulties; 3) discussing the task with their friend; 4) increasing their motivation to learn.

The second previous research is from Agung Ginanjar Anjaniputra (2013) *“Teacher’s Strategies in Teaching Speaking to Students at Secondary Level”*. The researcher graduated from English Education Study Program of Indonesia University of Education.

This study is aimed at portraying teacher’s strategies in teaching speaking to students at secondary level and recognizing to students’ response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students’ response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

In this case the researcher researches *A Descriptive Study of Speaking Teaching-Learning Process at the Eleventh Grade Students of Kuliyyatul Mu’allimat Al-Islamiyyah (KMI) in MA Ta’mirul Islam Surakarta Academic Year 2015/2016*. This research is different from the previous study above. From the first research, the difference is in research design. The researcher in

the research above employs the classroom action research which uses qualitative and quantitative method to analyze the data. Whereas the research itself uses the descriptive qualitative method to analyze the data. This research is almost same with the researcher's research in conducting the research about the speaking skill.

From the second previous research, the differences are about subject and object of the research. The similarities are about the technique of collecting data and the research design. The technique of collecting data is by using observation and interview. The research design is descriptive qualitative research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology applied in this study. It is a set of systematic and procedural steps to guide this research. It involves research design, place and time of research, source of data, technique of collecting data, technique of analyzing data and the trustworthiness of the data.

A. Research Design

There are some definitions about research. Sutrisno Hadi (2001:6) stated that, research as “the repeated search to the unknown”. It means that, research was done continuously repeated. Sutrisno Hadi (1990:4) also states that research is an effort to discover, develop, and test knowledge, which are conducted by using scientific methods.

The method according to Surakhman (1994:131) is the primary way used to achieve a goal, for example, to test a series of hypotheses using the techniques and specific tools. Hadi (1990:4) defines research is an effort to discover, develop and test knowledge, which are conducted by using scientific methods.

Sugiyono (2011:3) states that the research method is a scientific way to get data with the purpose and certain uses. Moreover Darmawan (2013:127) states that the research method is a method used by researches to obtain data and information on several issues related to the problem under study.

This research is categorized as descriptive qualitative research. Surakhman (1999:139) states that “descriptive qualitative research, the researcher used technique of searching, collecting, classifying, analyzing the data, interpreting them and finally drawing the conclusion”. This research is “type of research which does not include any calculation or numbering” (Moleong, 2004:2). It means that this research does not deal with numerical measurement or statistic procedure; instead it includes sentence or description of the object as a result.

This research is intended to describe *A Descriptive Study of Speaking Teaching-Learning Process at the Eleventh Grade Students of Kuliyyatul Mu'allimat Al-Islamiyyah (KMI) in MA Ta'mirul Islam Surakarta Academic Year 2015/2016*. In this research, the method that is used to analyze the data is descriptive qualitative. It is a unique case, focusing in an instance and not concerning on whole population of cases, in which generalization cannot take place, as a study which is almost entirely qualitative in methodology and presentation (Golby, 1993; Yin, 2003 in Hayes, 2006). It means that, descriptive qualitative is research design to give real information so that the result of research will be valid.

B. Place and Time of Research

1. Place of Research

Location of the research is the place where the research process is done to collect the data in order to get the problem solving. This research took place at MA Ta'mirul Islam Surakarta. It is located at Jl. KH. Samanhudi No.03 Tegalsari, Laweyan, Surakarta.

2. Time of Research

This research was carried out at MA Ta'mirul Islam Surakarta in academic year 2015/2016. It was conducted from:

- a. Proposing the title: September 2015
- b. Observation: October 2015
- c. Seminar Proposal: April 2016
- d. Research Activity: Mei 2016 – June 2016
- e. Analysis data: August 2016 – September 2016
- f. Reporting the thesis: January 2017

C. Source of Data

According to Arikunto (2006:129), the data resource is the subject of the research where the data would be gained. If the researcher uses questionnaire or interview as the technique of collecting the data, then the data resource is called as respondent, who response or answer the researcher' questions, whether written or oral questions. If the researcher uses observation, then resource of the data is event. If the researcher uses the documentation, then the data resource is document.

Researcher collected data from the events, respondents and documents.

1. Events

The events refer to the implementation of speaking teaching-learning process at the eleventh grade students of *Kuliyyatul Mu'allimat Al-*

Islamiyyah (KMI) in MA Ta'mirul Islam Surakarta academic year 2015/2016.

2. Respondents

The respondents refer to the English teacher and the students of the eleventh grade students of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta. The teacher is Mrs. Diah Ayuningtyas, S.Pd. The researcher decided the English teacher as the respondent to gain the information about the implementation of speaking teaching-learning process at the eleventh grade students of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta academic year 2015/2016.

The researcher interviewed six students at the eleventh grade students of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta to gain the information about the process of teaching-learning speaking. It is based on the students' ability in speaking skill.

3. Documents

The documents that were used as the supportive data in this research include the books from the teacher, syllabus, lesson plan from the teacher and the daily scores of the eleventh grade students of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta.

D. Technique of Collecting Data

In the collecting data, the researcher used some technique of collecting data; they are observation, interview, and documentation.

1. Observation

In research, researcher needs several methods to collect the data of the research, and one of them is observation. Observation is method to see something in the research.

Observation is a foundational tool that researchers use to collect descriptive information and to take knowledge claims about the physical and social world Bailey, Lucy E (2009:551). As Thomas (2003:63) stated that observation is noted as a source of evidence in research studies to maximize the accuracy of observers' report. It means that observation is source of evidence in research studies to get information and knowledge about what we want to describe.

The researcher observed teaching speaking technique at the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta. The researcher observed about the process of teaching-learning speaking, which included the teaching materials, teaching technique, the media and learning assessments of speaking. The researcher conducted the observation by watching the teaching-learning process directly. The researcher observed three times in each class at the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta.

2. Interview

According to Michael B. Eisenberg and Robert E. Berkowitz (2000:129) stated that an interview is an important information gathering technique. Preparation for an interview is more than simply "yes" or "no".

Fontana and Frey (1994:353) stated that interview is a conversation, the art of asking question and listening. Sutopo (2002:60) said that the most important data source in qualitative research is the informant. In this research, interview was used to get the data about the English teacher's and students' respond of teaching speaking strategies at the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta. The informants who were interviewed refer to the English teacher and the students of the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta. The informants are Mrs. Diah Ayuningtyas, S.Pd as the teacher and six students. The researcher asked about their responses and comments in speaking class.

The type of interview used in this research is semi structured interview. It is included to in-depth interview. In this type of interview, the researcher should prepare what the questions are before the interview is being conducted and the question maybe developed during the interview and the questions may emerge depend on the progress of interview and situations. It is possible to add new questions out of the question lists if the researcher gets new information out of the question that has been arranged. The aim of this type of interview is to get detail information from the interviewee. Here, the researcher as the interviewer tries to get interviewee's ideas and opinions related to the problem of the research (Sugiyono, 2009:320).

Table 3.1 Instrument of Interview

No	Indicator
1.	The technique of teaching-learning speaking.
2.	The objective of teaching-learning speaking.
3.	Teaching-learning process of speaking.
4.	The teacher activities in teaching-learning process for the students
5.	The students' participation in learning speaking
6.	The implementation of teaching-learning speaking
7.	The material of speaking that given
8.	The media of teaching-learning speaking.
9.	The duration of teaching-learning speaking
10.	The evaluation of teaching-learning speaking.
11.	The condition during teaching-learning process of speaking
12.	The supporting factors of teaching-learning speaking.

3. Documentation

Documentation is a technique to collect the data in research. Sukmadinata (2011:221-222) states that documentation is a technique of collecting data which are appropriate with the research goals, by accumulating and analyzing documents, both in written and electronic forms. Documentation technique is needed in documentation by the researcher. In this research the researcher collected the data from the teacher's books, syllabus, lesson plan from the teacher and the daily scores

of the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta.

E. Technique of Analyzing Data

In a qualitative research, the process of data analysis is simultaneously done while collecting data. During this phase, data a pile of descriptive notes from the research (data gathering result) is managed, categorized, processed, and analyzed. According to Sutopo (2002:88) it is strongly related to data management that is the process of physically separating and managing the data into groups, folders, or cards in order to ease other processes afterward. This operation, according to Miles and Huberman (1994:428) are 'aimed at ensuring (a) high-quality, accessible data; (b) documentation of just what at analyses have been carried out; (c) retention of data and associated analyses after the study in complete'.

Data analysis techniques of qualitative research deal with non-numerical data, usually linguistic units in oral or written form. The data in this research will be analyzed using study case qualitative method. The researcher uses some steps to analyze the data such as involving collecting data, reducing data, presenting the data, and drawing the conclusion.

Bogdan & Biklen (1992) in Creswell (1994: 154) stated that in qualitative analysis, several activities engage the attention of the researcher: collecting information from the field, sorting information into categories, formatting the information into a story or picture, and actually writing the qualitative text.

The qualitative data analysis techniques involve some aspects, such below:

1. Reducing the data

Not all the data gathered as result of the research is important. It means that the important information must be taken and the unimportant ones must be ignored.

In the process of reducing the data, the researcher selects focusing, simplifying, and abstracting the data in the field note. The data reduction is done during the research activities.

2. Presenting the data

Presenting the data is describing the data in the form of description or narration. At the second component in analyzing the data, this technique is used in arranging information, description, or narration to draw the conclusion. By presenting the data, the researcher considered what she should do.

3. Drawing the conclusion

In this research, conclusion was drawn continuously throughout the course of the research. The researcher tends to accumulate and formulate her interpretation of the observation.

F. The Trustworthiness of the Data

In analyzing the data, the researcher got the data by using the observation directly to the subject of the study at the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta. To show the trustworthiness of the data, the researcher used the triangulation technique. Triangulation is a technique to check the validation of the data which employs

another source to check and compare the data (Moleong: 2010). According to Denzin in Moleong (2010), there are four kinds of triangulation:

1. Data triangulation, it compares the trustworthiness of the information with the other tool. It can be by comparing the data of observation with the data of interview, or comparing the data of interview with the document related to the research.
2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret the data.
3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting the data.
4. Methodological triangulation, which refers to the use of more than one method for gathering the data.

In this research, the researcher mainly employs data triangulation that is data gathering from the various sources of data to attempt data validity, which consists of information that can answer the research problems; from some informants, condition of the subject, activities seen from observation, or content analysis on purposeful documents. Sutopo (2002:79) said that by digging data from various sources and techniques one type of data can be tested its truth and confidence.

CHAPTER IV

THE RESEARCH FINDING AND DISCUSSION

A. Research Finding

The research finding consists of the data description that was found from the research. In this research, the researcher finds the data from observation, interview, and documentation. The data includes the description of the speaking teaching-learning process and the results of interview to the English teacher and the students at the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta academic year 2015/2016.

In this chapter the researcher arranges and analyzes all the data from the observation, interview, and document analysis in which is appropriate to the problem statements, such as: the implementation of speaking teaching-learning process and the factors that support or impede the implementation of speaking teaching-learning process.

1. The implementation of speaking teaching-learning process at the eleventh grade students of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta

a. The data of the classroom observation of class XI A

- 1) The first classroom observation was conducted on Thursday, 19th of May 2016 at 08.15-09.15

a) Opening

The teacher in this class was Mrs. Tyas. She began the lesson by greeting. Then, she checked the students' attendance list. Before continue to the next lesson, she asked the students about their homework. It was about the students were asked to read three articles from newspaper. Then, Mrs. Tyas called some students to know what were hot news in few days ago that they found.

b) Main activity

The students were very welcomed to do it and shared some topics. There were about politics, traveling destination, student achievement, until the funny topic. Mrs. Tyas also gave information about the lately issue at TV. After it was done, she started to the next material. She always spoke English during the lesson. Mrs. Tyas formed groups of students. She divided each groups consists of 4 or 5 students. The disciples just into five groups, because there one student was not present in the class.

Then Mrs. Tyas gave the controversial issue from the article. Students could become involved in agree or disagree discussion. The theme is "people learn best when they read Vs. people learn best when they travel." The teacher gave the time period to works on the topic, it was about 20 minutes. And then the students presented their opinion to the class. Mrs. Tyas came to the groups one by one.

After the students had finished their discussion, Mrs. Tyas asked them to present in front of the class and they were really interested to do that command. Then, the representatives from each group moved forward. The first one was Balqis. She agreed with the 'people learn best when they travel'. The second one was Farida. She agreed with the 'people learn best when they read'. The third student was Safira. She also agreed with 'people learn best when they read'. Then, the fourth was Fauzia. She agreed with the 'people learn best when they travel'. And the last was Esa. She agreed with the 'people learn best when they read'. Some reasons came from them why they were chose it. It was funny and serious reasons. I was very happy saw that phenomena.

c) Closing

After listening students' opinion, Mrs. Tyas gave some conclusions and gave little explanation about the grammar rule of simple past tense. She wrote the pattern of simple past tense and some examples on the whiteboard. Before the class was closed, she gave homework to the students to make five examples of that pattern and it will be discussed in the next meeting. Then, she closed the class and asking the students to study at their boarding.

2) The second classroom observation was conducted on Saturday, 21th of May 2016 at 07.15-08.15

a) Opening

The teacher began the lesson by greeting. Then, she checked the students' attendance list. After it, she asked the students about the last material, it was about discussion to the controversial issue and the rule of simple past tense. She asked the students to give an example about that rule before continued to the next lesson. The students were very welcomed to do it. The students briefly wrote their homework in the whiteboard one by one and after it, they read it loudly. After 6 or 7 students had done it, Mrs. Tyas gave some corrections. Then appreciated them by thanked and gave applause.

b) Main activity

After the phenomena, she started to the next topic. She asked all of the students to stand up and make a pair. After they found the partner, they were face to face. After the students were ready, the teacher gave one topic that should be discussed by them. The teacher said that the pair was the one to become a doctor and the other become a patient. They acted like in hospital and made consultation with the doctor. And after a while they took turns position. Mrs. Tyas just looked them and sometime approach them to know what were discussed. About 20 minutes had completed, the students may sit down again. After practicing in a pair, they were asked to perform their conversation in front of their friends. It really

interested the students. Each group discussed and sometimes they laughed if there was something funny in the discussion.

c) Closing

After some groups had practiced it before the bell rang. The teacher made a conclusion about the topic today. Then, she closed the class by saying *Hamdalah* and *Salam*.

3) The third classroom observation was conducted on Thursday, 26th of May 2016 at 08.15-09.15

a) Opening

The teacher opened the meeting by greeting and checking attendance list. The students of this class were diligent. All of the students were present at that day. After checking the attendance list, Mrs. Tyas asked about the students' condition and the story they liked. The students liked several story, such as Snow White, Malin Kundang, Sagkuriang, Roro Jonggrang, etc. Because, they had read some fairy stories that they found from the story book in the boarding.

b) Main activity

Mrs. Tyas showed the example of narrative text entitled "Bandung Bondowoso". She gave explanation about the brief story about it. After that, she explained about the past tense again. How to use past tense and adverbs were often used in the narrative text. Then, she divided the students into four groups, because she only brought four fairy stories.

After the groups were formed, Mrs. Tyas gave each group one fairy story. The first fairy story is The Clever Violinist, the second fairy story is Beauty and the Beast, the third fairy story is The Story of Toba Lake and the last fairy story is Lazy Jack. The teacher gives the fairy stories to the students and then asks them to read the fairy stories. Afterwards, she chooses one of the students to retell the fairy story that they got in front of the class. The teacher asks the other students to pay attention and asks them to make a conclusion by their own words about the fairy story.

Several minutes passed, most of the students had to finish in reading their story. Mrs. Tyas asked one of the groups to come forward. They asked to retell the story that they got. She called Bintan from the first group. Bintan got the third story. She was easily to retell it because she often heard it. After she had retold the story by her own words, she came back to her seat again. And the second group, Mrs. Tyas pointed Maria to come forward. Maria got second story too. She started to retell the story by her own words. She was a cheerful girl. Thus, she could make the fun atmosphere in the class. After Maria, Dina was pointed to come forward. She got the last story. Liked her friend, she had to retell the story by her own words. She was a quiet girl, so she told us only that needed. And the next, Farida was pointed to retell the story in front of the class. She got the first fairy story, it was 'The Clever Violinist'. She retells it casually and she used the simple words. After it, Mrs. Tyas

reviewed the material that was done. Then, she corrected the grammatical error made by the students. She also asked the students to pronounce the difficult vocabularies with the meaning.

c) Closing

The teacher asked the students to make summary of all materials in this semester. It should be submitted in the next meeting and would be discussed too. Then Mrs. Tyas ended the lesson by saying *Hamdalah*

b. The data of the classroom observation of class XI B

- 1) The first classroom observation was conducted on Monday, 16th of May 2016 at 07.15-08.15

a) Opening

The teacher started the lesson by greeting and praying. Then, she checked the students' attendance list. Before continue the next material, she asked them about the last material. It was about simple present continuous tense.

b) Main activity

The teacher gave them some questions. It seems to be an action of taking students attention. She succeeded in this way. The teacher asked them what hot news was in few days ago at their boarding. Some students tried to answer. The teacher kept listening to their answer. After getting some answers, she told us about hot issue in TV. The students kept listening to her. After gave some informations, the teacher formed groups of students. She decided

each groups consists of 4 or 5 students. And then the teacher gave the controversial issue from the article. Students could become involved in agree or disagree discussion.

The theme of the article was “people learn best when they read Vs. people learn best when they travel.” The teacher gave the time period to works on the topic, and then the students presented their opinion to the class. The students had finished their work. The teacher asked them to present in front of the class and they were really interested to do that defiance. About four students had to show their ability in giving their opinion. Then the teacher gave some conclusions after listening students’ opinion and gave little explanation about the grammar rule of simple past tense.

The teacher wrote the pattern of simple past tense and some examples on the whiteboard. It was intended that students were accustomed to use simple past tense in their daily activity. After explained it,

c) Closing

The teacher gave homework to the students to make five examples of that pattern and asked the students to study at their boarding. Then, she closed the class by saying *Hamdalah*.

- 2) The second classroom observation was conducted on Saturday, 21th of May 2016 at 10.30-11.30

a) Opening

The teacher started the lesson by greeting and checking the students' attendance. Then, she asked the students about the last lesson, it was about discussion to the controversial issue and the rule of simple past tense. Some students were embarrassed to talk directly, so they just wrote an example on the whiteboard. But, after they finished writing, the teacher still just asked them to read it. Although quietly, but they can be trained to speak English.

b) Main activity

After the students had done to the teacher's instructions, the teacher started to the next topic. As was done in XI A class, she asked all of the students to stand up and make a pair. After they found the partner, they were face to face. After the students were ready, the teacher gave one topic that should be discussed by them. The teacher determined the students who were in the left part of being a doctor and who were in the right as a patient. They acted like in hospital and made consultation with the doctor. And after a while they took turns position.

The teacher gave only 20 minutes to do the simulation. She just looked them and sometime approached them to know what were discussed. About 20 minutes had been completed, the students may sit down again. After practicing in a pair, they were asked to perform their discussion in front of their friends. It really interested the students when they were asked to speak up. The researcher was really interested here. The students of this class were very

concerned and crowded, so that the words spoken by their friends become funny.

So far, the researcher saw the performance was good enough. They could apply the grammatical structure in their conversation, though sometimes they made errors. Some group had practiced it with their confidence.

c) Closing

After the bell rang, the teacher closed the class and asked them to look for some narrative text. They can find it from a book or internet. Then, they had to read it at the boarding. She also motivated them to study hard and review the material.

3) The third classroom observation was conducted on Monday, 23th of May 2016 at 07.15-08.15

a) Opening

The teacher began the lesson by greeting. Then, she checked the students' attendance list. After it, she asked the students about the last material, it was about make a discussion with the friend by role-play simulation. She also asked them about the rule of simple past tense. Some students dared to speak out. Until one of students said there was the task of finding a narrative text to be read in the boarding. The teacher really appreciated about it.

b) Main activity

The teacher had prepared four fairy stories in the teaching-learning process. The first fairy story is Timun Mas, the second

fairy story is The Ugly Duckling, the third fairy story is The Story of Toba Lake and the last fairy story is Lazy Jack. The teacher gives the fairy stories to the students and then asks them to read the fairy stories. Afterwards, she chooses one of the students to retell the fairy story that they got in front of the class. The teacher asks the other students to pay attention and asks them to make a conclusion by their own words about the fairy story.

The student was chosen is Fadilah. She and her group got the third story. After she retell it and make a conclusion, the teacher asked her to choose one of her friends to retell of the other story. Fadilah chooses Hayati to come in front of the class. Hayati was happy to move forward class and then read the text she got. She and her group got the first story. Then, she gave conclusion to the story by her own words. Then, she pointed Ida Masyitoh or was mostly called 'damas'. Damas and her group got the last fairy story. She came forward and then retold it by her own words. After it done, here was her turn to point the other friend. She pointed Hanna who got the second fairy story. Like her friends, Hanna came forward and retold the second story by her own words.

The students were really interested to do that. They performed and used the grammatical structure good enough and the teacher was happy saw that phenomena because they could create fun atmosphere in the class. Before closing the lesson, the teacher asked the students to summarize all of the material in this semester. Then,

they had to submit it in the next meeting. In addition, they also had to study hard about the material.

c) Closing

The teacher closed the lesson and encouraged them by saying ‘good luck’ to the assignment.

2. The Factors that Support the English Speaking Teaching-Learning process of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)*

a. English as The Language of The Daily Conversation

All of students in Ta'mirul Islam Boarding School ought to speak in bilingual language, they were English and Arabic. The English is for a week, the Arabic for two weeks. Either in the dormitory or in the school they were forbidden to speak in their mother language. They would be punished when they were noticed speaking in their mother language.

According to the result of the interview, using English as their intermediate language along the day assisted them habitually to practice their speaking skill. They also said that this helped them to understand more easily about the English material in the classroom. It was stated in the interview.

“Hanna said, Ada banyak kegiatan di asrama yang mendukung pembelajaran di kelas, saat di asrama dan percakapan diluar asrama harus dengan 2 bahasa, yaitu Bahasa Arab dan Bahasa Inggris. Selain 2 Bahasa itu, kita dilarang berbicara dengan bahasa kita dari daerah. Safira said, ditambah lagi bahasa resmi di ma'had pake Bahasa Inggris, jadi dapat membantu saat kelas speaking” (Interview with Fadilah, Hanna and Ida, the students of XI B, June, 11th 2016)

b. English Public Speaking

The students in Ta'mirul Islam Boarding School must participate in the English public speaking. It was held once in a week, on Saturday after school. The students were divided into many teams. Every team consisted of forty students and four supervisors. It was stated in the interview.

“ada juga cara yang lain seperti pemberian kosa kata, pidato Bahasa Inggris, percakapan sehari-hari dengan Bahasa Inggris. Jadi setiap santri harus berpartisipasi dalam agenda ini yang diadakan seminggu sekali. Biasanya pengurus langsung membagi santri dan penanggung jawab, sekitar 40 santri dengan 4 penanggung jawab.” (Interview with Fadilah, Hanna and Ida, the students of XI B, June, 11th 2016)

Based on interview to the students, at first, they had to memorize the prefatory of the speech to the supervisor of team. Then, they practiced to make a content of speech. They started to make the content with an easy topic. Before they performed their speech, they must submit the text to the supervisor in order to the supervisor corrected the text. After that, the students had to memorize the text before performance. Then, they performed the speech in front of their team at the next meeting. The students had two chances to perform in front of their team in a month as a speaker, and the other chance as a Master of Ceremony in the opening ceremonial before the speech performance.

Based on the interview to the students, they said that English public speaking motivated her to be fluent in speaking English. Because, they were forced to memorize the English speech, by memorizing they were accustomed to speak English practically.

c. Giving Daily Conversation

Based on interview to the students, they were habitually in speaking English. Because of the students in Ta'mirul Islam were given two vocabularies every morning. It helps them in increasing their vocabulary mastery. It is proved from the interview between the researcher and the students on Saturday, June, 11th 2016.

“dari penanggung jawab bahasa kalau pagi biasanya diberi kosakata Bahasa Inggris dan kita wajib menghafalkannya tiap minggu apa yang kita dapat perharinya.” (Interview with the students of XI A, June, 11th 2016)

The students are divided into many teams based on their class. Every team was handled by a supervisor. Every morning after praying *Shubuh* during 10-15 minutes, the supervisor gave students 2-3 vocabularies. She drilled the students those vocabularies. Then she demonstrated the vocabulary by acting or making the sentence using that vocabulary until the students understood the meaning without translating it into their mother language.

Then, the supervisor asked every student to make some sentences using the vocabularies in oral form. In the last, the students wrote the vocabularies in their books with their sentences. In the last week, they ought to submit their book, and memorize the vocabularies which were given in a week. In the last semester, there was a vocabularies examination to evaluate their language skill.

B. Discussion

In this chapter the researcher arranges and analyzes all the data from the observation, interview, and document analysis in which is appropriate to the problem statements, such as: the implementation of speaking teaching-learning process and the factors that support the implementation of speaking teaching-learning process.

1. The implementation of speaking teaching-learning process

- a. The materials that were been taught at the eleventh grade students of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta

The English materials which are taught at the eleventh grade students of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta are about the way to critique someone, the way to praise someone, the way to discuss some topics, and the way to retell the stories in the past. It is proved from the interview with the English teacher.

“Materi yang sesuai dengan silabus dan tambahan dari buku lain. Buku Bahasa Inggris untuk pesantren. Didalamnya itu terdapat cara bagaimana mengkritik orang, bagaimana memuji orang, yaa istilah seperti itu aja.” (Interview with Mrs. Dyah Ayuningtyas, S.Pd., Wednesday, June, 8th 2016)

- b. The techniques that were used by the English teacher at the eleventh grade students of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta

The process of speaking teaching-learning process at the eleventh grade students of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta run communicatively in the target language. The

teacher speaks English along the lesson, from the first lesson until the last lesson. The students also speak English, although there were some students use the mother language for some words that they do not know their meaning in English. When it happened the teacher usually corrects their language in English.

Whereas the techniques that used in class XI A and XI B are same. In the teaching learning process, the English teacher applies the Discussion Technique, Role Play Technique, and Storytelling Technique.

It can be seen when the teacher teach the students, they conducted the classroom in the target language. The teacher used authentic material from article. The teacher asked the students make a small group and then discussed about the issue from the newspaper. The teacher formed groups of students. She decided each groups consists of 4 or 5 students. And then the teacher gave the controversial issue from the article. Students could become involved in agree or disagree discussion. The teacher gave the time period to works on the topic, and then the students presented their opinion to the class. It was in line with Kayi (2006),

“Discussion gives the opportunity to the students that they may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.”

The teacher also used Role Play technique in the other meeting to improve the students' speaking skill. The teacher wanted the students common to communicate with the other students by using English. The teacher said that the pair was the one to become a doctor and the other become a patient. They acted like in hospital and made consultation with

the doctor. And after a while they took turns position. It was in line with Fauziati (2009:143),

“Role plays give students an opportunity to practice communicating in different social contexts and in different social roles.”

The teacher used Storytelling technique in the other meeting. It can be seen when the teacher brought some of fairy stories as the authentic material to aid the teaching-learning process. The teacher had prepared four fairy stories in the teaching-learning process. Then the teacher gave the fairy stories to the students after she formed groups of the students. After the students were asked to read the fairy story in a group, then the teacher asked them to retell it in front of the class. And the next, they should to make a conclusion from the story by their own words. According to Crookes and Chaudron (1991:52-54),

“Storytelling (especially when student-generated): Not necessarily lesson-based, a lengthy presentation of story by teacher or student (may overlap with Warm-up or Narrative recitation), May be used to maintain attention, motivate, or as lengthy practice.”

- c. The media that used by the English teacher at the eleventh grade students of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta

The teacher usually used the teaching aids to help the students understand the materials. Sometimes the teacher used article from newspaper or the students demonstrated the stories by actions. It is appropriate the English teacher,

“Medianya hanya langsung dengan lisan, ditambah benda-benda yang terdapat di kelas. Kadang juga saya membawa artikel yang diambil dari Koran ataupun cerita-cerita dari buku dongeng. Kecuali ketika memperkenalkan vocabularies, seringnya menggunakan permainan self-bingo. Tetapi kalau ada kesulitan pada structure, baru nanti kita tuliskan di papan tulis, dan kemudian kita jelaskan.” (Interview with Mrs. Dyah Ayuningtyas, S.Pd., Wednesday, June, 8th 2016)

- d. The evaluation that used at the eleventh grade students of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta

For the evaluation system, based on the interview result, the teacher usually takes the speaking scores during the lesson, such as when the students were asked to do the conversation, or when the teacher hold the question-answer session to the students individually. The teacher also gives assignments to the students to take their score of their written skills. In the last semester, the students ought to face two kinds of examination, they are oral examination and written one. The teacher said,

“untuk bentuk evaluasi di tiap-tiap materi, biasanya saya beri pertanyaan-pertanyaan baik secara lisan maupun tertulis, dan juga saya beritugas-tugas sebagai PR untuk mereka.” (Interview with Mrs. Dyah Ayuningtyas, Wednesday, June, 8th 2016)

2. The factors that support in the speaking teaching-learning process

The factors that support the speaking teaching-learning process, according to the English teacher are:

- a. The students are obligated to speak in bilingual language for their daily conversation either in the dormitory or in the class. Therefore, they are accustomed to listen the English utterances and habitually learned to speak in English. It aids them to understand the English materials more easily.

- b. The other factor is the students are accompanied by their teacher in their study time, therefore, they can directly asked to their teacher when they meet some difficulties in their lesson.
- c. Besides the students have to speak English in their daily activity, there are some students who have good skill in English before they study in KMI Ta'mirul Islam Surakarta.
- d. The memorizing method. The teacher gives the students some vocabularies and she asks them to memorize the vocabularies. In the next meeting, the teacher held the game by guessing meaning of words. This method is effective according to the teacher.
- e. The students' English basic skill. Some students have been accustomed in learning English, it aids the success of the teaching-learning in that class.
- f. The English teacher uses the interesting method to make the English teaching-learning enjoyable. When the students enjoy the teaching-learning process, they will be easy to understand the material.
- g. The use of English as the language during the lesson. It habituates the students to learn English speaking. Even though, sometimes they ask about the material in their mother language, but the teacher always answer them in English, it encourages the students to acquire speaking English.

The factors that support the speaking teaching-learning process, according to the students are:

- a. The use of English as the language of their daily conversation.
- b. There are some activities that contribute them in understanding English material, they are English public speaking, giving daily vocabularies, and

conversation practice. Those activities encourage them to learn English material more easily.

- c. The model from their seniors in speaking English also contributes their speaking skill. Therefore, they are motivated to be fluent in speaking like their seniors.
- d. The English teacher and the senior always motivated them to increase their English proficiency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it shows that the teacher taught the students communicatively, so that the students were rarely bored during the teaching-learning. The teacher also taught the students systematically, they implemented the right steps in teaching the material, they are opening, main activity, and closing. In addition, the teacher cares to the students, so that the students are motivated to increase their speaking skill. The students are also mostly active during the teaching-learning process. Even though, they are not fluent yet in speaking English, for some words, they always tried to speak in English during the teaching-learning process. They are also enthusiastic to increase their speaking skill, such as when they do not know how to pronounce some words, they will ask the correct pronunciation to their teacher or their senior.

The researcher also finds some factors that contribute the speaking teaching-learning process in Ta'mirul Islam Boarding School. They are: 1) the students' English speaking habits, whether in the dormitory or in the school. It contributes mostly to the success of the English teaching-learning process, because the students are accustomed hearing and practicing the English utterances. 2) The teachers' care. The teachers usually accompany the student in their study time. So that, when the students find some difficulties in their

lesson, they can directly ask to their teacher. 3) There are some students who have good English skill. It also contributes the English teaching-learning process, because the teacher does not need to re-explain the material for many times and the students could understand well the material. 4) The memorization method. It supports the teaching-learning process, because the students are encouraged to memorize the material. Therefore, when the teacher explains the material, they had had a little understanding about it. 5) The communicative teaching-learning process. It helps the teaching-learning process, because the students are involved and demanded to be active during the lesson.

B. Suggestions

Based on the conclusion above, the researcher suggests:

1. For the teacher
 - a. The teacher should choose the appropriate technique to the students' condition; in order the students are not bored during the lesson.
 - b. The teacher should motivate the student more, such as by giving a prize to the students who get the best score, so that the students are encouraged to learn English.
2. For the students
 - a. The students should pay attention to the teacher's explanation, especially in grammatical structure.
 - b. The students should habituate themselves in speaking English, by practicing what have been taught by the teacher in their daily conversation.

- c. The students should care each other. When their friends speak by wrong utterance or by their mother language, they should warn their friends, so that the English environment is created in their boarding.
3. For the school
- a. The school board should reserve the comfortable class condition. So that the students can study comfortably.
 - b. The school board should reserve the modern teaching aids, such as LCD or internet network, so that the teacher and the students can browse the English material more broadly.

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Appendix 1

DATA SISWA KELAS XI A

NO	NO. INDUK	NAMA
1	B11 1011	Afifah Umami
2	B11 990	Annisa Nur Safitri
3	B11 1037	Annisa Putri
4	B11 1015	Asni Fayanti
5	B11 993	Balqis Adibah
6	B11 994	Bintan Afida
7	B13 1322	Dina Chulwatun N.
8	B13 1324	Esa Lianasari
9	B11 1022	Farida Nur H
10	B13 1325	Fatimah Nurul Khojanah
11	B11 997	Fauzia Nur Laili
12	B11 998	Haniam Maria
13	B11 1000	Hassa Aulfiya
14	B11 1047	Iin Inayah
15	B11 1025	Kaiyya Zulfa
16	B11 1028	Lia Apriliani
17	B13 1328	Marisa Zakiiyya Amini
18	B11 1001	Muthi'ah Nurul Izzati
19	B13 1330	Nur Aini Setyaningtyas
20	B11 1051	Nur Isnayani
21	B11 1006	Safira An-Najma
22	B11 1008	Ummu Habibah
23	B11 1034	Viska Novariana
24	B13 1334	Wahyu Tri Nuraini
25	B11 1059	Wida Maulidatul H
26	B11 1009	Wiwit Syahadat

Appendix 2

DATA SISWA KELAS XI B

NO	NO. INDUK	NAMA
1.	B13 1316	Agustin Reda Maulia
2.	B11 1013	Annis Noer K
3.	B111014	Annisa Mumtahana
4.	B11 1038	Annisa Salma
5.	B11 1039	Assafarotul Kiromil
6.	B11 991	Azzahra Bunaandita P.
7.	B13 1337	Berliana Islamiyati
8.	B11 1040	Dewi Mustikasari
9.	B11 1018	Dewi Nur Aini
10.	B11 1019	Dewi Ramadhani
11.	B11 1020	Fadhilah
12.	B11 1043	Fatimah Az-Zahra
13.	B11 996	Fatimah Az-Zahro
14.	B13 1326	Fitriani Waladun K
15.	B11 1044	Hanna Amalia
16.	B11 999	Hayati Nadiah
17.	B11 1024	Ida Masyitoh
18.	B11 1046	Kartika Aisyah
19.	B11 1026	Mar'atun Mustagfiroh
20.	B11 1049	Maulida
21.	B13 1329	Nailu Qurrotiaini
22.	B11 1029	Nur Lintang
23.	B11 1003	Nurul Maysaroh
24.	B13 1337	Riyadhatul Khoiriyah
25.	B11 1056	Sabila Nur Fahmi
26.	B13 1333	Salicha Nailata Erassa
27.	B11 1057	Silma Isnalfaza
28.	B11 1033	Ulul Ismi
29.	B13 1335	Widya Mei Novitasari

Appendix 3

Table 3.1 Instrument of Interview

No	Indicator
1.	The technique of teaching-learning speaking.
2.	The objective of teaching-learning speaking.
3.	Teaching-learning process of speaking.
4.	The teacher activities in teaching-learning process for the students
5.	The students' participation in learning speaking
6.	The implementation of teaching-learning speaking
7.	The material of speaking that given
8.	The media of teaching-learning speaking.
9.	The duration of teaching-learning speaking
10.	The evaluation of teaching-learning speaking.
11.	The condition during teaching-learning process of speaking
12.	The supporting factors of teaching-learning speaking.

Appendix 4

THE INTERVIEW RESULTS TO THE ENGLISH TEACHER

A. The Interview to the English Teacher of class XI A&B

Informant : Mrs.Dyah Ayuningtyas, S.Pd

Date of Interview : Wednesday, June, 8th 2016

Time of Interview : 10.10-11.00 a.m

Place of Interview : In the teacher's office

Topic of Interview : The Implementation of Teaching Speaking

Coding	Discussion
The researcher	Assalamu'alaikum Ustadzah..
The informant	Wa'alaikum salam mbak. Ada yang bisa saya bantu?
The researcher	Iya Ustadzah. Ustadzah mengajar Bahasa Inggris di kelas berapa?
.	Saya mengajar Bahasa Inggris di kelas XIA dan XIB.
The researcher	Bagaimana proses pengajaran speaking di kelas tersebut?
The informant	Untuk awal-awal hanya memperkenalkan vocab. Jadi misalnya vocab itu dibuat kalimat bagaimana, faham cara menggunakannya, dengan ini berarti mereka faham artinya. Jadi setelah itu kitakasih contoh cara bacanya sekaligus bahas langsung teks nya.Disini kita minta mereka itu aktif sendiri, kemudian nanti <i>speakingnya</i> ini bisa jadi perorangan bisa juga berkelompok, tergantung panjang pendeknya teks. Bisa kita lihat pula dari kemampuan siswa. Kalau siswa ini sering aktif dalam kelas, bisa jadi satu teks mampu dia selesaikan sendiri. Tetapi terkadang satu teks dibagi 2-3 siswa untuk di cermati dan kemuadian di presentasikan didepan kelas.

The researcher	Metode atau teknik apa yang Ustadzah gunakan saat mengajar speaking?
The informant	Biasanya saya ajak mereka tanya-jawab, berdiskusi satu sama lain, atau bahkan dengan teknik <i>storytelling</i> . Saya juga menggunakan metode ceramah, supaya anak-anak terbiasa mendengarkan Bahasa Inggris. Lebih detilnya saya menggunakan <i>direct speech</i> . Saya menggunakan teknik dan metode yang sama dalam mengajar di kelas XI A maupun XI B.
The researcher	Materi apa saja yang Ustadzah ajarkan di kelas tersebut?
The informant	Materi yang sesuai dengan silabus dan tambahan dari buku lain. Buku Bahasa Inggris untuk pesantren. Didalamnya itu terdapat cara bagaimana mengkritik orang, bagaimana memuji orang, yaa istilah seperti itu aja.
The researcher	Media pembelajaran apa saja yang Ustadzah gunakan saat mengajar speaking di kelas?
The informant	Medianya hanya langsung dengan lisan, ditambah benda-benda yang terdapat di kelas. Kecuali ketika memperkenalkan <i>vocabularies</i> , seringnya menggunakan permainan self-bingo. Tetapi kalau ada kesulitan pada <i>structure</i> , baru nanti kita tuliskan di papan tulis, dan kemudian kita jelaskan.
The researcher	Bagaimana cara Ustadzah mengevaluasi hasil pembelajaran speaking di kelas XI ini?
The informant	Untuk bentuk evaluasi ditiap-tiap materi, biasanya saya beri pertanyaan-pertanyaan baik secara lisan maupun tertulis, dan juga saya beri tugas-tugas sebagai PR untuk mereka. Walaupun tidak demikian, bisa juga di setiap pertemuan ini misalnya sehabis ulangan harian, ketika dibagikan hasilnya itu juga sekaligus dibahas. Dari situ saya bisa mengambil nilai speaking mereka. Tetapi seringnya saya mendahulukan pertanyaan-pertanyaan yg mereka anggap sulit, karena waktu pertemuan dikelas pun terbatas.

The researcher	Kesulitan apa saja yang Ustadzah hadapi saat mengajar speaking di kelas ini?
The informant	Kesulitan yang paling dominan adalah murid-murid yang mengantuk. Meskipun sudah diberi <i>punishment</i> mereka masih tetap saja mengantuk. Kesulitan yang lain adalah murid yang terlalu pasif, saat diajar banyak diamnya, ketika ditanya menjawabnya malu-malu. Dan juga siswa yang jarang masuk, sekali masukpun belum punya materi, sampe-sampe waktu ulangan dia tak faham materinya. Adalagi kalau siswa yang hobinya ramai dikelas, ini sangat mengganggu kegiatan kita dikelas.
The researcher	Faktor apa yang menyebabkan masalah itu terjadi?
The informant	Mungkin mereka tidak terlalu <i>interested</i> dengan materi yang diajarkan sehingga mereka menjadi mengantuk. Bisa juga karena mereka masih dalam tahap penyesuaian dengan segala aktivitas di pondok yang padat dari pagi sampai malam. Sehingga di kelas, mereka mengantuk. Kalau kepasifan anak itu karena mereka belum begitu menguasai Bahasa Inggris aktif, sehingga mereka takut salah dan akhirnya memilih untuk tidak aktif dalam proses belajar-mengajar.
The researcher	Bagaimana solusi yang Ustadzah terapkan untuk mengatasi masalah tersebut?
The informant	Biasanya saya suruh mereka berdiri sejenak atau cuci muka, untuk menghilangkan ngantuknya. Kadang juga saya suruh untuk membuat ringkasan tentang pelajaran pada hari itu.
The researcher	Bagaimana cara mengatasi kemampuan siswa yang berbeda-beda?
The informant	Untuk mengatasi masalah tersebut biasanya saya bagi mereka kedalam beberapa kelompok yang terdiri dari anak yang aktif dan juga yang pasif. Atau misal saat praktek speaking, saya pasangan mereka yang aktif dengan yang pasif, sehingga anak yang aktif bisa membantu temannya.

The researcher	Apakah pembelajaran Bahasa Inggris di kelas ini berhasil?
The informant	Menurut saya berhasil. Untuk tahap awal seperti mereka, mengingat mereka masih baru di lingkungan yang <i>bilingual</i> ini. Mereka sudah mulai terbiasa untuk meninggalkan bahasa ibu mereka dan menggunakan bahasa Inggris saat pelajaran Bahasa Inggris.
The researcher	Apa faktor pendukung suksesnya pembelajaran bahasa Inggris, khususnya dalam speaking, di kelas ini?
The informant	Yang mendukung suksesnya pembelajaran di kelas ini adalah mereka diwajibkan menggunakan Bahasa Arab dan Inggris dalam percakapan sehari-hari. Mereka juga diberi <i>vocabulary</i> setiap hari, sehingga mereka tiap hari bertambah perbendaharaan kosa katanya dan mereka diwajibkan untuk langsung mempraktekkannya dalam percakapan sehari-hari.
The researcher	Ustadzah menggunakan cara yang bagaimana agar siswa dapat terbiasa dengan berbicara Bahasa Inggris?
The informant	Saya biasanya dengan cara mengajak anak untuk berdialog atau tanya jawab. Baik secara bersama-sama maupun individu. Disini saya mengajarkan tentang bagaimana membiasakan anak untuk berbicara dengan Bahasa Inggris. Untuk materinya ya tergantung dengan teks yang dipelajari. Misalnya dongeng atau cerita rakyat yang masuk dalam <i>genre Narrative</i> , saya kasih <i>Past Tense</i> untuk materinya. Itu biar anak bisa langsung mempraktekkan ketika menceritakan cerita masa lalu dengan menggunakan <i>Past Tense</i> .
The researcher	Bagaimana untuk mengevaluasi materi tersebut?
The informant	Untuk evaluasinya, saya biasanya mengajak mereka dialog satu persatu, nah dari itu saya bisa mengevaluasi sejauh mana anak-anak memahami materi yang saya sampaikan. Di akhir semester juga ada ujian lisan untuk materi pelajaran Bahasa Inggris.
The researcher	Dalam mengajar, apakah Ustadzah mengalami kesulitan

	menghadapi siswa yang berbeda-beda?
The informant	Iya mbak. Kalau kesulitan dalam mengajar yang saya alami itu karena ada beberapa anak yang belum banyak menguasai kosakata Bahasa Inggris jadi kadang mereka masih bingung kalau ditanya. Kemudian, adanya perbedaan kemampuan pada anak yang menyebabkan saya agak kesulitan juga.
The researcher	Lalu, bagaimana Ustadzah mengatasi hal tersebut?
The informant	Kalau untuk anak yang mempunyai kemampuan lebih dibandingkan teman-temannya, biasanya saya pasangkan dengan yang kesulitan dalam <i>speaking</i> . Sedangkan untuk anak yang kesulitan, saya panggil mereka dan saya berikan bimbingan khusus tambahan di luar jam pelajaran agar mereka bisa mengikuti teman-temannya.

Appendix 5

THE INTERVIEW RESULTS TO THE STUDENTS

A. The Interview to The Students of XIA

Informant : Safira, Fauziyah & Farida

Tanggal Wawancara : Saturday, June, 11th 2016

Jam : 2.25-3.20 p.m

Tempat Wawancara : In front of the Boarding

Topik Wawancara : Learning speaking skill

Coding	Discussion
The researcher	Menurut kalian belajar Bahasa Inggris itu menyenangkan apa ngga?
The informant	Farida: menyenangkan dan asyik aja. Suka kalo ngomong pake Bahasa Inggris. Fauziyah: tergantung ustadzah nya mbak, hehe Safira: menyenangkan, seru kalo di kelas Bahasa Inggris, apalagi pas <i>speaking</i>
The researcher	Kesulitan apa yang pernah kalian alami dalam <i>speaking</i> ?
The informant	Fauziyah: logat bahasa dari rumah, masih dibawa saat melafalkan. Safira: iya, sama juga karena logat mbak. Jadi seringnya mengalami kesulitan dalam <i>pronunce</i> -nya. Farida: kesulitan <i>pronounced</i> kadang juga karna arti, jadi saat ngomongnya kurang ekspresi. Penempatan kata-katanya yang susah, kaya 'is' letaknya setelah apa, trus kata-kata baru dari artinya dan juga pelafalannya.
The researcher	Bagaimana cara untuk mengatasi kesulitan tersebut?

The informant	<p>Fauziyah: biasanya saya dengerin lagu-lagu Inggris, dan perhatikan saat ustadzah bicara. kalau gak ya nanti di koreksi pengurus pondok.</p> <p>Farida: kalau untuk cara baca dan arti biasanya saya buka kamus dan nonton film barat. Dan biasanya saya pas-pasin 'is' itu biasanya kalau ustadzah berbicara itu setelah <i>subject</i>, kalau dalam kalimat tanya itu sebelum <i>subject</i>. Kalau nggak ya saya merhatiin bagaimana kakak kelas bercakap-cakap.</p> <p>Safira: kalau untuk arti biasanya kita buka kamus atau tanya sama teman atau kakak kelas yang tahu.</p>
The researcher	Faktor apa yang membantu kalian lebih mudah saat <i>speaking</i> di kelas?
The informant	<p>Fauziyah: dari penanggung jawab bahasa kalau pagi biasanya diberi kosakata Bahasa Inggris dan kita wajib menghafalkannya tiap mingguapa yang kita dapat perharinya. Ada juga percakapan Bahasa Inggris yang kita gak boleh ngomong selain Bahasa Inggris dengan tema tertentu. Dan juga karena kami terbiasa mendengar dari teman-teman, kakak kelas saat berbicara dengan Bahasa Inggris, jadi kami juga tertuntut untuk belajar ngomong pake Bahasa Inggris juga.</p> <p>Farida: dan juga kalau tiap seminggu 3x, ada agenda pidato Bahasa Inggris.</p> <p>Safira: ditambah lagi bahasa resmi di <i>ma'had</i> pake Bahasa Inggris, jadi dapat membantu saat kelas <i>speaking</i>.</p>

Appendix 6

THE INTERVIEW RESULTS TO THE STUDENTS

B. The Interview to The Students of XIB

Informant : Hanna, Ida & Fadhila

Tanggal Wawancara : Saturday, June, 11th 2016

Jam : 1.10-2.20 p.m

Tempat Wawancara : In front of the class

Topik Wawancara : Learning speaking skill

Coding	Discussion
The researcher	Menurut kalian belajar Bahasa Inggris itu menyenangkan apa ngga?
The informant	Hanna: menyenangkan dan membosankan mbak. Hehe Ida: menyenangkan, karena kita bisa belajar bahasa luar. Fadhila: iya sama mbak, menyenangkan. Karna bahasa Inggris sudah menjadi bahasa internasional, jadi nanti saya pergi kemanapun bisa pake <i>English</i> .
The researcher	Waktu mengajar, pernah gak ustadzah Tyas menggunakan alat bantu saat menerangkan?
The informant	Iya pernah, biasanya Ustadzah menerangkan materi dengan bantuan benda-benda yang ada di kelas, kadang juga laptop dan LCD.
The researcher	Kesulitan apa yang pernah kalian alami dalam <i>speaking</i> ?
The informant	Hanna: kesulitannya pada saat <i>conversation</i> , dan juga saat mencari vocab yg pas dengan tema-nya. Fadhila: kalau saya sebenarnya tau tulisannya, tapi kesulitan untuk menyusun kalimatnya mbak. Ida: saya kesulitan di cara tulis dan cara bacanya mbak,

	banyak bedanya.
The researcher	Bagaimana cara untuk mengatasi kesulitan tersebut?
The informant	Biasanya tanya ke Ustadzah, atau ke kakak kelas. Dan juga buka kamus, atau buka buku bahasa Inggris.
The researcher	Faktor apa yang membantu kalian lebih mudah saat <i>speaking</i> di kelas?
The informant	<p>Hanna: Ada banyak kegiatan di asrama yang mendukung pembelajaran di kelas, saat di asrama dan percakapan diluar asrama harus dengan 2 bahasa, yaitu Bahasa Arab dan Bahasa Inggris. Selain 2 Bahasa itu, kita dilarang berbicara dengan bahasa kita dari daerah.</p> <p>Fadilah: ada juga cara yang lain seperti pemberian kosa kata, pidato Bahasa Inggris, percakapan sehari-hari dengan Bahasa Inggris. Jadi setiap santri harus berpartisipasi dalam agenda ini yang diadakan seminggu sekali. Biasanya pengurus langsung membagi santri dan penanggung jawab, sekitar 40 santri dengan 4 penanggung jawab.</p> <p>ustadzah yang mengajar juga menggunakan bahasa Inggris. Ada juga praktek <i>conversation</i> dengan tema tertentu tiap hari senin pagi.</p>

Appendix 7

FIELD NOTE OF OBSERVATION

Field note 1

Day/Date : Thursday, May 12, 2016

Time : 09.15-11.25

Place : Teacher office of MA Ta'mirul Islam Surakarta

It was Thursday, I was happy for it was my first day of my research. I had to prepare everything needed in observation. I walked happily across my cottage yard. But, it is far to arrive to MA Ta'mirul Islam Surakarta. I had to take 45-50 minutes to arrive there. Arriving there, I went to meet "*bulisah*" called for the custodian in MA Ta'mirul Islam Surakarta. She asked me whether she could help me. Then I told her that I needed to see Mr. Suwardias headmaster in this school. She accompanied me to go to headmaster's room. I thanked her and tried to find Mr. Suwardi.

Walking to see Mr. Suwardi, I crossed teachers' room because it is near to headmaster's room. I meet and greet one of the teacher who had free teaching schedule in that time. She is Mrs. Wardah. We had some short conversations. Then I saw Mr. Suwardi in his room and told him that I wanted to do research in this school. He welcomed and told me that he would help me as far as he can. I was happy to hear that.

After having a short conversation, he called Mrs. Tyas, one of the English teacher at this school. Mr. Suwardi told her that I wanted to do observation in her class and he asked her to help me. She told us that she was very pleasure to hear that. Directly, she showed me the schedule for next week. I was happy to see the fact that she allowed me to join in her class next week on Sunday. After all, I took leave and went home happily.

Field note 2

Day/Date : Monday, May 16, 2016

Time : 07.15-8.15

Place : XI B Classroom

It was interesting for me to do my first class observation. I arrived in MA Ta'mirul Islam at about 06.45 a.m. English subject in XI B would be held at 7.00 o'clock. There were still a few minutes for me before English class started. I met Mrs. Dyah Ayuningtyas in teachers' office. She was sitting on her chair. She welcomed me and letting me to sit. The bell rang. It was the time of English class for XI B. I followed Mrs. Tyas to enter to the class. The students were sitting on their chair quietly. Mrs. Tyas sat on her chair and I sat on the back chair. Without waiting too much time, she opened the lesson.

"Assalamu'alaikum Warohmatullahi Wabarokatuh." She said

"Wa'alaikumsalam Warohmatullahi Wabarokatuh" Answered the students together.

I just saw them from my seat. Then, she asked them to pray to Allah together. After praying she called each name of students to fill the students attendance list. She had to do this as the regulation of the school.

The next phenomena I saw was that the teacher gave them some questions. It seems to be an action of taking students attention. She succeeded in this way. The teacher asked them what were hot news in few days ago at their boarding. Some students tried to answer. It amused me that there were some students who uttered wrong sentences gramatically. I keep trying not to laugh in order to make them ashamed. The teacher keep listening to their answer. After getting some answers, she told us about hot issue in TV. The students kept listening to her.

After gave some informations, the teacher formed groups of students. She decided each groups consists of 4 or 5 students. And then the teacher gave the

controversial issue from the article. Students could become involved in agree or disagree discussion. The theme is “people learn best when they read Vs. people learn best when they travel.” The teacher gave the time period to works on the topic, and then the students presented their opinion to the class.

The students had finished their work. The teacher asked them to present in front of the class and they were really interested to do that defiance. She gave some conclusions after listening students opinion and gave little explanation about the grammar rule of simple past tense. She wrote the pattern of simple past tense and some examples on the whiteboard. Suddenly, I heard the bell was ringing. The English class had to be closed. Mrs. Tyas gave homework to the students to make five example of that pattern. Then, she closed the class and asked the students to study at their boarding. Mrs. Tyas and I left the XI B class and walked to the office. I made short discussion with Mrs. Tyas about her teaching and learning that she had held. I said that it was good since she could make her students to speak English grammatically. After the discussion, I took leave and went home happily.

Field note 3**Day/Date : Thursday, may 19, 2016****Time : 08.15-09.15****Place : XI A classroom**

The teacher in this class was Mrs. Tyas. She began the lesson by greeting. Then, she checked the students' attendance list. Before continued to the next lesson, she asked the students about their homework. It was about the students were asked to read three articles from newspaper. Then, Mrs. Tyas called some students to know what were hot news in few days ago that they found. The students were very welcomed to do it and shared some topics. There were about politics, traveling destination, student achievement, until the funny topic. Mrs. Tyas also gave information about the lately issue at TV. After it was done, she started to the next material. She always spoke English during the lesson.

Mrs. Tyas formed groups of students. She divided each groups consists of 4 or 5 students. The disciples just into five groups, because there was one student not present in the class. Then she gave the controversial issue from the article. Students could become involved in agree or disagree discussion. The theme is "people learn best when they read Vs. people learn best when they travel." The teacher gave the time period to works on the topic, it was about 20 minutes. And then the students presented their opinion to the class. Mrs. Tyas came to the groups one by one. But, I just saw them from my seat.

After the students had finished their discussion. Mrs. Tyas asked them to present in front of the class and they were really interested to do that command. Then, the representatives from each group moved forward. The first one was Balqis. She agreed with the 'people learn best when they travel'. The second one was Farida. She agreed with the 'people learn best when they read'. The third student was Safira. She also agreed with 'people learn best when they read'. Then, the fourth was Fauzia. She agreed with the 'people learn best when they travel'. And the last was Esa. She agreed with the 'people learn best when they read'.

Some reasons came from them why they were choose it. It was funny and serious reasons. I was very happy saw that phenomena.

After listening students opinion Mrs. Tyas gave some conclusions and gave little explanation about the grammar rule of simple past tense. She wrote the pattern of simple past tense and some examples on the whiteboard. Before the class was closed, she gave homework to the students to make five examples of that pattern and it will be discussed in the next meeting. Then, she closed the class and asking the students to study at their boarding.

Field note 4**Day/Date : Saturday, may 21, 2016****Time : 07.15-08.15****Place : XI A classroom**

I arrived at MA Ta'mirul Islam at about 07.00 a.m. I saw the students prepared to enter to the class by reading *Asmaul Husna* in the yard together. It was a rule of this school to read *Asmaul husna* in the morning before teaching-learning process. I just waited them in front of the thechers office. Until the bell rang, it was the time for the students to enter the classes and get the lessons.

Mrs. Tyas began the lesson by greeting. Then, she checked the students' attendance list. After it, she asked the students about the last material, it was about discussion to the controversial issue and the rule of simple past tense. She asked the students to give an example about that rule before continued to the next lesson. The students were very welcomed to do it. The students briefly wrote their homework in the whiteboard one by one and after it, they read it loudly. After 6 or 7 students had done it, Mrs. Tyas gave some corrections. Then appreciated them by thanked and gave applause. After the phenomena, she started to the next topic. She asked all of the students to stand up and make a pair. After they found the partner, they were face to face.

After the students were ready, the teacher gave one topic that should be discussed by them. The teacher said that the pair was the one to become a doctor and the other become a patient. They acted like in hospital and made consultation with the doctor. And after a while they took turns position. Mrs. Tyas just looked them and sometime approach them to know what were discussed. About 20 minutes had been completed, the students may sit down again. After practicing in a pair, they were asked to perform their conversation in front of their friends. It really interested the students. Each group discussed and sometimes they laughed if there was something funny in the discussion.

Once more, I was really interested here. I saw the performance was good enough. They could apply the grammatical structure in their conversation, though sometimes they made errors. It was funny that they tried to act as perfect as possible, but it drove them to be “overacting”. It made the students laughed. So far, their conversation was good enough. Some group had practiced it before the bell rang. The teacher made a conclusion about the topic today. Then, she closed the class by saying *Hamdalah*.

Mrs. Tyas and I out of the class and deliberated about the technique that used in that class. She said that she used roleplay technique, so that the students can mutually sigh and give each other advice in English. I said that it's really interested and I like this way. Today observation was ended. I took leave and go home happily.

Field note 5**Day/Date : Saturday, May 21, 2016****Time : 10.30-11.30****Place : XI B classroom**

Today, the English lesson was held twice. It was the second time at the XI B classroom. Mrs. Tyas started the lesson by greeting and checking the students attendance. As in the previous class, she asked the students about the last lesson, it was about discussion to the controversial issue and the rule of simple past tense. She asked some students to give an example about that rule before continued to the next lesson. The students were very welcomed to do it. Some students were embarrassed to talk directly, so they wrote an example on the whiteboard. But, after they finished writing, Mrs. Tyas asked them to read it. Although quietly, but they can be trained to speak English.

In this class, it closed to within one meeting to XI A class, so the lesson as follows XI A class. After the students had done to the teacher's instructions, Mrs. Tyas started to the next topic. As was done in XI A class, she asked all of the students to stand up and make a pair. After they found the partner, they were face to face. After the students were ready, Mrs. Tyas gave one topic that should be discussed by them.

Mrs. Tyas determined the students who were in the left part of being a doctor and who were in the right as a patient. They acted like in hospital and made consultation with the doctor. And after a while they took turns position. Mrs. Tyas gave only 20 minutes to do the simulation. Mrs. Tyas just looked them and sometime approach them to know what were discussed. About 20 minutes had been completed, the students may sit down again. After practicing in a pair, they were asked to perform their discussion in front of their friends. It really interested the students when they were asked to speak up.

I was really interested here. The students of this class were very concerned and crowded, so that the words spoken by their friends become funny. So far, I

saw the performance was good enough. They could apply the grammatical structure in their conversation, though sometimes they made errors. Some group had practiced it, and the class ended. After the bell rang, Mrs. Tyas closed the class and asked them to look for some narrative text. They can find it from a book or internet. Then, they had to read it at the boarding. She also motivated them to study hard and review the material.

Field note 6

Day/Date : Monday, May 23, 2016

Time : 07.15-08.15

Place : XI B classroom

It was Monday, Mrs. Tyas began the lesson by greeting. Then, she checked the students' attendance list. After it, she asked the students about the last material, it was about make a discussion with the friend by roleplay simulation. She also asked them about the rule of simple past tense. Some students dared to speak out. Until one of students said there was the task of finding a narrative text to be read in the boarding. Mrs. Tyas really appreciated about it.

Mrs. Tyas have prepared four fairy stories in the teaching-learning process. The first fairy story is Timun Mas, the second fairy story is The Ugly Duckling, the third fairy story is The Story of Toba Lake and the last fairy story is Lazy Jack. The teacher gives the fairy stories to the students and then asks them to read the fairy stories. Afterwards, she chooses one of the students to retell the fairy story that they got in front of the class. The teacher asks the other students to pay attention and asks them to make a conclusion by their own words about the fairy story.

The student was chosen is Fadilah. She and her group got the third story. After she retell it and make a conclusion, Mrs. Tyas asked her to choose one of her friends to retell of the other story. Fadilah chooses Hayati to come in front of the class. Hayati was happy to move forward class and then read the text she got. She and her group got the first story. Then, she gave conclusion to the story by her own words. Then, she pointed Ida Masyitoh or was mostly called 'damas'. Damas and group got the last fairy story. She came forward and then retell it by her own words. After it done, here was her turn to point the other friend. She pointed Hanna who got the second fairy story. Like her friends, Hanna came forward and retell the second story by her own words.

They were really interested to do that. They performed and used the grammatical structure good enough and Mrs. Tyas was happy saw that phenomena because they could create fun atmosphere in the class. Before closing the lesson, Mrs. Tyas asked the students to summarize all of the material in this semester. Then, they had to submit it in the next meeting. In addition, they also had to study hard about the material. After that, she closed the lesson and encouraged them by saying 'good luck' to the assignment.

Mrs. Tyas and I leave the class. As usual, we had some discussed about the teaching-learning process. I was very contented to be in this class. Arriving the teachers office, I took leave and go home.

Field note 7**Day/Date : Thursday, May 26, 2016****Time : 08.15-09.15****Place : XI A classroom**

It was Thursday, 26th of 2016. Mrs. Tyas taught English in the class XI A at 08.15-09.15. as usual, she opened the meeting by greeting and checking attendance list. The students of this class were diligent. All of the students were present at that day. After checking the attendance list, Mrs. Tyas asked about the students' condition and the story they liked. The students liked several story, such as Snow White, Malin Kundang, Sagkuriang, Roro Jonggrang, etc. Because, they had read some fairy story that they found from the story book in the boarding.

Mrs. Tyas showed the example of narrative text entitled "Bandung Bondowoso". She gave explanation about the brief story about it. After that, she explained about the past tense again. How to use past tense and adverbs were often used in the narrative text. Then, she divided the students into four groups. Because she only brought four fairy stories.

After the groups were formed, Mrs. Tyas gave each group one fairy story. The first fairy story is The Clever Violinist, the second fairy story is Beauty and the Beast, the third fairy story is The Story of Toba Lake and the last fairy story is Lazy Jack. The teacher gives the fairy stories to the students and then asks them to read the fairy stories. Afterwards, she chooses one of the students to retell the fairy story that they got in front of the class. The teacher asks the other students to pay attention and asks them to make a conclusion by their own words about the fairy story.

Several minutes passed, most of the students had to finish in reading their story. Mrs. Tyas asked one of the groups to come forward. They asked to retell the story that they got. She called Bintan from the first group. Bintan got the third story. She was easily to retell it because she often heard it. After she had retell the story by her own words, she cameback to her seat again. And the second group,

Mrs. Tyas pointed Maria to come forward. Maria got second story too. She started to retell the story by her own words. She was a cheerful girl. Thus, she could make the fun atmosphere in the class. After Maria, Dina was pointed to come forward. She got the last story. Liked her friend, she had to retell the story by her own words. She was a quiet girl, so she told us only that needed. And the next, Farida was pointed to retell the story in front of the class. She got the first fairy story, it was 'The Clever Violinist'. She retell it casually and she used the simple words.

In the end of teaching-learning process, Mrs. Tyas reviewed the material that was done. Then, she corrected the grammatical error made by the students. She also asked the students to pronounce the difficult vocabularies with the meaning. Before the teacher closed the class, she asked the students to make summary of all materials in this semester. It should be submitted in the next meeting and would be discussed too. Mrs. Tyas ended the lesson by saying *Hamdalah*.

Appendix 8

LEGER NILAI UJIAN TAHRIRI SEMESTER GENAP KMI TA'MIRUL ISLAM SURAKARTA TAHUN PELAJARAN 2015/2016

MAPEL : BAHASA INGGRIS
KELAS : XI A

NO	NO INDUK	NAMA	PARAF PESERTA	NILAI					
				RH	MID	SEMESTER			NR
						P	T	B	
				20%	20%	40%	10%	10%	
1	B11 1011	Afifah Umami	✓	7.5	7.5	6.8	7.5	7.5	7.22
2	B11 990	Annisa Nur Safitri	✓	7.2	7.5	7	7.5	7.5	7.24
3	B11 1037	Annisa Putri	✓	8.2	8.5	8	7.5	7	7.89
4	B11 1015	Asni Fayanti	✓	7.2	7.5	7.4	7	7.5	7.35
5	B11 993	Balqis Adibah	✓	6.7	8	8.2	7.5	7.5	7.72
6	B11 994	Bintan Afida	✓	7.7	7.5	7	7.5	8	7.39
7	B13 1322	Dina Chulwatun N.	✓	6.7	7.5	7.8	7	7.5	7.21
8	B13 1324	Esa Lianasari	✓	7.7	6.5	6.8	7.5	7.5	7.46
9	B11 1022	Farida Nur H	✓	9.2	8.5	9	7.5	8	8.49
10	B13 1325	Fatimah Nurul Khojanah	✓	9.5	7.5	8.2	7.5	7.5	8.38
11	B11 997	Fauzia Nur Laili	✓	8.2	8.5	8.6	7.5	8	8.13
12	B11 998	Haniam Maria	✓	9.5	7.5	6.8	7	7.5	7.77
13	B11 1000	Hassa Afiya	✓	8.2	8.5	8	7.5	7	7.89
14	B11 1047	Iin Inayah	✓	8.7	8	8.4	7.5	7.5	8.3
15	B11 1025	Kaiyya Zulfa	✓	8.5	8.5	8.2	7.5	8	8.13
16	B11 1028	Lia Apriliani	✓	8.7	8	8.2	7	7.5	7.87
17	B13 1328	Marisa Zakiyya Amini	✓	8	7	8.2	7	7.5	8.03
18	B11 1001	Muthi'ah Nurul Izzati	✓	8	8.5	8.4	7.5	8	8.01
19	B13 1330	Nur Aini Setyaningtyas	✓	8.7	8.5	9	7.5	8	8.59
20	B11 1051	Nur Isnayani	✓	7.2	7.5	8.4	7	7.5	7.75
21	B11 1006	Safira An-Najma	✓	8.5	7.5	7.4	7.5	8	7.91
22	B11 1008	Ummu Habibah	✓	8.7	8.5	9	7.5	8	8.59
23	B11 1034	Viska Novariana	✓	8	8.5	8.6	7.5	7.5	8.04
24	B13 1334	Wahyu Tri Nuraini	✓	7.7	7.5	7.2	7	8	7.52
25	B11 1059	Wida Maulidatul H	✓	8.5	8	8.6	7.5	7.5	8.34
26	B11 1009	Wiwit Syahadat	✓	7.5	8.5	8.6	7.5	8	6.49

Keterangan

RH	: Rata-rata nilai harian
MID	: Nilai MID Semester
P	: Nilai pengetahuan ujian semester
T	: Nilai Tulisan Ujian semester
B	: Nilai bahasa ujian semester
NR	: Nilai Raport

Surakarta, ____ Juni 2016
Pengampu

Dyah Ayuningtyas, S.Pd

Appendix 9

LEGER NILAI UJIAN TAHRIRI SEMESTER GENAP KMI TA'MIRUL ISLAM SURAKARTA TAHUN PELAJARAN 2015/2016

MAPEL : BAHASA INGGRIS
KELAS : XI B

NO	NO INDUK	NAMA	PARAF PESERTA	NILAI					
				RH	MID	SEMESTER			NR
						P	T	B	
				20%	20%	40%	10%	10%	
1	B13 1316	Agustin Reda Maulia	✓	6	6.5	6.2	7	7.5	6.43
2	B11 1013	Annis Noer K	✓	6.8	6.5	6	7	7	6.46
3	B111014	Annisa Mumtahana	✓	7	6.5	6.4	7.5	7.5	6.76
4	B11 1038	Annisa Salma	✓	7	6	6.2	7	7	6.48
5	B11 1039	Assafarotul Kiromil	✓	8.6	7	7.2	7	7.5	7.45
6	B11 991	Azzahra Bunaandita P.	✓	8.5	8.5	8.2	7.5	8	8.13
7	B13 1337	Berliana Islamiyati	✓	7	5.5	5.6	7	7	6.14
8	B11 1040	Dewi Mustikasari	✓	7	7.5	6	7	7	6.7
9	B11 1018	Dewi Nur Aini	✓	8.3	7.5	7.8	7.5	7	7.73
10	B11 1019	Dewi Ramadhani	✓	8.3	7	6.4	7.5	7	7.07
11	B11 1020	Fadhilah	✓	8.7	8.5	9	7.5	8	8.59
12	B11 1043	Fatimah Az-Zahra	✓	8.8	7.5	7	8	7.5	7.61
13	B11 996	Fatimah Az-Zahro	✓	8.1	7.5	7.4	7.5	7.5	7.58
14	B13 1326	Fitriani Waladun K	✓	8.5	8.5	8.2	7.5	8	8.13
15	B11 1044	Hanna Amalia	✓	8.5	6.5	5.8	7.5	7.5	6.82
16	B11 999	Hayati Nadiah	✓	5.6	6.5	6.8	7.5	7	6.59
17	B11 1024	Ida Masyitoh	✓	8.5	8	8.6	7.5	7.5	8.34
18	B11 1046	Kartika Aisyah	✓	7.3	7.5	7.6	7.5	7.5	7.5
19	B11 1026	Mar'atun Mustagfiroh	✓	7.3	6.5	6.4	7.5	7	6.77
20	B11 1049	Maulida	✓	8	7.5	7	8	7.5	7.45
21	B13 1329	Nailu Qurrotiaini	✓	8.1	7.5	7	8	7.5	7.47
22	B11 1029	Nur Lintang	✓	8.1	7.5	7	7.5	7.5	7.42
23	B11 1003	Nurul Maysaroh	✓	8.2	8.5	8	7.5	7	7.89
24	B13 1337	Riyadhatul Khoiriyah	✓	7.7	7.5	7.2	7	8	7.52
25	B11 1056	Sabila Nur Fahmi	✓	7.3	7.5	7.4	7	7.5	7.37
26	B13 1333	Salicha Nailata Erassa	✓	7.5	7.5	6.8	7.5	7.5	7.22
27	B11 1057	Silma Isnalfaza	✓	6.3	7.5	6.8	7	7.5	6.93
28	B11 1033	Ulul Ismi	✓	9.3	8.5	8.4	7.5	7.5	8.42
29	B13 1335	Widya Mei Novitasari	✓	7.3	7.5	7.6	7.5	7.5	7.5

Keterangan

RH	: Rata-rata nilai harian
MID	: Nilai MID Semester
P	: Nilai pengetahuan ujian semester
T	: Nilai Tulisan Ujian semester
B	: Nilai bahasa ujian semester
NR	: Nilai Raport

Surakarta, ____ Juni 2016
Pengampu

Diah Ayuningtyas, S.Pd

Appendix 10

Description of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* in MA Ta'mirul Islam Surakarta

1. The Description of research Location

Ta'amirul Islam is located on Jl. KH. Samanhudi No.03, Tegalsari, Bumi Laweyan, Surakarta. Its location is so strategic, because it is located in the centre of Surakarta, so that it could be easy to be reached by some public transportation. Ta'mirul Islam is located on the south of Jl. Slamet Riyadi Surakarta. It is also near to Solo Grand Mall.

Ta'mirul Islam is also near to some educational institution, such as Al-Muayyad Boarding School, Nahdlatul Ulama' University (UNU), STMIK Sinar Nusantara. In the south of Ta'mirul Islam, it limits to Bumi Village. In the north, it limits to Purwosari Village. In the east, it limits to Penumping village. In the west, it limits mangkuyudan village.

2. The Profile of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)*

Kuliyatul Mu'allimat Al-Islamiyyah (KMI) is education level which is equal to Senior High School. It is appropriate to SK. Mendiknas No.240/C/KEP/mn/2003. The graduation from *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* could enroll to university. The description of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)* will be explained below:

- a. The History of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)*

The history of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)* begins from the building of Tegalsari mosque in the 1928. The *Ulama* around there had planned to build an Islamic boarding school in Solo, it was Ta'mirul Islam. This planning started from 1968 by establishing of foundation named *Yayasan Ta'mirul Masjid Tegalsari*. Then, they built Ta'mirul Islam Elementary School. In 1979, they built Ta'mirul Islam Junior High School.

Although there were two institutions, they were not satisfied enough because it still did not fulfill the expectation of society around there. Then, they planned to build Islamic Boarding School. It began from *Pesantren Kilat or Pesantren Syawwal*, which was held during Ramadhan-Syawwal. This Islamic Boarding School officially was built on June 14th 1986. It was been initiated by KH. Naharussurur (the Head of Ta'mirul Islam Boarding School), Hj. Muttaqiyah /(the Head wife of Ta'mirul Islam), Ust. H. M. Halim, SH (Director of KMI Ta'mirul Islam), Ust. M. Wazir Tamami, SH.

The existence of Ta'mirul Islam Boarding School was accepted well by the society around Tegalsari or from other city. Especially, they who wanted to study Islamic Theology.

b. Vision and Mission of *Kuliyyatul Mu'allimat Al-Islamiyyah (KMI)*

The vision and mission of Ta'mirul Islam Boarding School is educating the generation to be *Ulama' Amilin* who unite the

society based on *sanad* until they become the generation of *Robbi Rodiyya*.

c. Motto of *Kuliyatul Mu'allimat Al-Islamiyyah (KMI)*

1. "Iso Ngaji Lan Ora Kalah Karo Sekolah Negeri" it was hoped that the students could seek Islamic knowledge and also science.
2. "Al-Qur`anu Taaju Ma'had" it means Al-Qur`an is the crown of Islamic Boarding School. The students in Ta'mirul Islam were hoped to apply the Al-Qur`an in their daily life.
3. "al-Lughotu Libaasul Ma'had" language is the clothes of Islamic Boarding School. The students in Ta'mirul Islam Boarding School uses two international languages as their intermediate language in daily conversation, in order to they could deepen all disciplines science.